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ABSTRACT

The Western Alabama Cooperative Project attempted to develop better self-concepts, communication skills, classroom management techniques, and knowledge of multi-racial educational methods and materials among teachers and educators; the intent was to facilitate school desegregation. The program consisted of lectures and discussion groups. The program was evaluated by questionnaires given before and after, in order to determine changes in attitudes. It is concluded that the project was at least a partial success. Self concepts improved, especially for black teachers. Where the results are unclear, it appears that administrators made less spectacular gains; however, more lines of communication were opened up.

(Author/JW)

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SUMMARY of ACTIVITIES and EVALUATION

**WESTERN ALABAMA COOPERATIVE
TITLE IV PROJECT**

**P.L. 88-352, Sec. 405
(The Civil Rights Act of 1964)
1969**

**John M. Douglass, Jr.
Project Director**

**Dr. Charles Sprayberry
Superintendent**

TUSCALOOSA COUNTY BOARD OF EDUCATION

10881

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SUMMARY OF ACTIVITIES

and

EVALUATION

of

WESTERN ALABAMA COOPERATIVE
TITLE IV PROJECT

A Desegregation Program Occasioned
by and
Relative to Teacher Crossover

Tuscaloosa County Board of Education

1969

UD010881

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

OFFICE OF EDUCATION

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WESTERN ALABAMA COOPERATIVE PROJECT

Participating School Systems

Chilton County	Mr. Gordon Conway, Superintendent
Clarke County	Mr. Norman Loper, Superintendent
Greene County	Mr. I.C. Kuykendall, Superintendent
Pickens County	Mr. William Carpenter, Superintendent
Sumter County	Mr. Elgin Mellown, Superintendent
Tuscaloosa County	Dr. Charles Sprayberry, Superintendent

FORWARD

The activities conducted under Title IV of Section 405 of Public Law 88-352 represent the cooperative efforts of many educators. Under the general auspices of the Tuscaloosa County Board of Education and the specific leadership of Superintendent, Dr. Charles Sprayberry, the Program was implemented through the joint action of the cooperating superintendents, principals, teachers and supervisory staff.

While this report is comprehensive in nature, it will not have the impact upon the reader which it would have had the reader actually participated in the Program operation. Factual description cannot have the meaning that is emanated from teacher or administrator who has been so profoundly influenced by the interaction made possible by this Program.

The reader is extended a sincere and cordial invitation to request additional information about this Program.

John M. Douglass, Jr.
Title IV Project Director

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Part I

Summary of Activities

John M. Douglass, Jr.

Project Director

CHAPTER I

BACKGROUND OF PROJECT

Before the commencement of the 1968-69 school year, two representatives, Mr. Bill Nallia and Dr. Harry Clarke, from the Title IV Center at the University of South Alabama, served as consultants for the Tuscaloosa County Principals' In-service meeting on problems relative to school desegregation. As an outgrowth of the activity, sessions were later held with Western Alabama administrators during which time much concern was shown for the increasing number of desegregation problems.

The Cluster Project

The rationale of the multi-district approach was based on the following rationale:

1. Cluster of school systems in the respective geographical areas of the state have certain common needs which they have identified and on which school personnel wish to work cooperatively.
2. Resources (human and material) of the cluster projects can be more effectively and efficiently combined with regional project assistance to solve common problems.

3. Faculty meetings and in-service education training conducted within the local systems and at institutes in the field could provide for variety and flexibility of learning experiences and be conducive to more constructive change in the schools.

How Systems Were Brought In

Staff personnel from the Center for Intercultural Education, a Center at the University of South Alabama, and the staff personnel from the Title IV Center at Auburn University, both centers funded under Provisions of Title IV, Section 405, P.L. 88-352, the Civil Rights Act of 1964, met with representatives from several west and central Alabama counties to explore the feasibility of submitting a proposal to the Division of Equal Educational Opportunities, U.S. Department of Health, Education and Welfare, for funds to support a program designed to attack common problems encountered in school desegregation within the region. Personnel from Bibb, Greene, Hale, Clarke, Pickens, Tuscaloosa and Marengo, in conference with University of South Alabama Title IV Center personnel, with a representative from the Title IV Center at Auburn and a representative from the Title IV Regional Office,

identified problems relative to teacher crossover (assignment of teachers of one race to schools formerly serving the other race) as worthy of consideration. The group further suggested, that representatives from Shelby, Sumter and Chilton counties be invited to participate in the proposed project. With the exception of Hale, Shelby, Bibb and Marengo counties, the above named counties initiated further plans for this Title IV Proposal.

Refer to Appendix A for advisory council and to Appendix B for location of the participating school systems.

The Western Project

At the time of initial planning and initiation of the program, desegregation of pupils in schools in the proposed project counties had proceeded at a pace comparable to that found within other "black belt" counties in the South. A survey of enrollment figures revealed that the percentage of black pupils attending predominantly white schools varied from 0 percent to 4.9 percent. In no instance had white students been enrolled to attend predominantly black schools.

In each of the participating systems there had been white and black teachers assigned or reassigned to schools whose faculties

were previously made up exclusively of teachers of the other race. All counties in the Project area were under court order to increase faculty "crossover," with some counties having been given specific numbers and dates to be met.

The proposed Project represented the first major step any of the Project systems had taken as a positive approach to problems of student or faculty desegregation. Of the six participating counties, only one had had any special in-service or workshop program devoted to this problem area. While the Community Action Committees in three of the seven counties had instituted programs such as Headstart, Neighborhood Youth Corps and similar anti-poverty programs to meet economic and cultural needs of the county population, the school systems were just beginning to face the serious problem of school desegregation.

The efforts directed toward desegregation of schools within the proposed Project counties had been accompanied by many problems of major consequence. The representatives of the several counties in their planning conferences identified the usual problem areas of concern when desegregation must occur to preserve the historical and socio-economic patterns.

Such an area as represented by the six counties reflected a multiplicity of contributing factors which tended to make

important changes almost impossible. There is a relatively low level of expenditures for education which characterizes rural counties within a state whose average expenditures per pupil places it among the lowest of the fifty states. In addition, patterns of community segregation, location of existing schools, factors relative to teacher qualifications, and teacher placement procedures were conditions which tended to preserve the status quo in such areas.

Faced with the necessity of overcoming racial imbalance among student personnel in school, as well as the requirement of assigning specific numbers of teachers of one race to schools serving predominantly members of the other race, representatives of the several counties reached the decision early in their deliberations, that problems related to "crossover" teachers must be given highest priority in any desegregation efforts. It was recognized that eliminating the real and anticipated problems accompanying transition from racially segregated to desegregated faculties must first occur before more significant problems of pupil desegregation could come into focus and be dealt with. To break the patterns of the culture of poverty, to overcome the disparity of level of aspiration evident among students of different races, to modify patterns of substandard language, to overcome

negative racial attitudes of pupils of both races, as well as realizing the other benefits of equality of education were unrealistic goals to achieve for pupils unless supported by faculties able to realistically deal with such problems.

With these considerations in mind, the following real or anticipated problems concerning "crossover" teachers were identified by the participants in the planning meetings.

1. Differences in approach to classroom management on the part of black and white teachers
2. Differences in teaching methods of black and white teachers
3. Different administrative practices of both races
4. Alleged feelings of ineffectiveness on the part of the black teacher
5. Apprehension and anxieties of "crossover" personnel
6. Differences in language and speech patterns
7. Differences in assignment of "crossover" teachers in desegregated co-curricular activities
8. Attitudes between student and teachers of different races
9. Attitudes between teachers of different races
10. Attitudes between principals and teachers of different races

11. Attitudes between parents and teachers of different races
12. Alleged discrepancies in material and equipment support for white "crossover" teachers
13. Role of white "crossover" teachers in extra-curricular community and school activities
14. Inadequate understanding by teachers of disadvantaged students

University Assistance

The Project was assisted by the Title IV University Centers at Auburn University and at the University of South Alabama.

This Project was provided technical and consultative services for the programs by the two centers as well as having their staff assist the director in identifying, screening and contracting with consultants for the various phases of the total program.

Evaluation

The Project was most fortunate in obtaining the services of Dr. Carl E. Cecil as evaluator and researcher. Dr. Carl E. Cecil is most eminently qualified for this research. He is presently

Associate Professor of Educational Psychology at the University of Alabama. His previous activities have been many and varied and have included responsibilities as research consultant.

Dr. Cecil is a native of West Virginia and received an A.B. Degree in Biological Science at Marshall College. Master's Degree work was completed in Counseling and Guidance at West Virginia University followed by the awarding of the Ed.D. in Educational and Clinical Psychology from the same university.

Dr. Cecil's evaluation of the Western Alabama Cooperative Project is found in Part Two of this report.

CHAPTER II

THE OBJECTIVES OF THE PROJECT

The Western Project was oriented toward developing among participants better self-concepts, improved communication skills, better classroom management techniques, and greater knowledge of multi-racial educational methods and materials.

The Project had the objectives of helping participants to improve interpersonal relationships and inter- and intra-group skills.

Project Objectives

1. To assist crossover teachers meet the problems growing out of their new assignment. Such problem areas include self-concept; interpersonal relations; classroom management, methods, content, procedures and materials adapted for bi-racial or multi-racial learning situations.
2. To aid administrative personnel in affecting change conducive to providing the best possible learning environment within the framework of the desegregated classroom involving crossover teachers.
3. To assist all personnel in understanding language patterns and in developing effective communication between individuals of different races.

CHAPTER III

PROJECT ACTIVITIES

At the beginning of the Project, each session for administrators and teachers had to be planned for the groups to meet separately because of the levels of focus of the various topics to each group and because of the amount of time allotted each group in the Project outline. The topic for each meeting was developed around a central theme for the particular day's activity. The theme was presented to the entire group in the form of a lecture by a keynote speaker with recognized competency for said day's topic. The rationale in developing the presentation in this manner was for the speaker to serve as a catalytic agent in establishing the mood and stage for small group interaction whereby questions raised in the minds of the participants during the general assembly could be discussed in their small groups. (Appendix C is a list of consultants for Western Alabama Cooperative Project).

Following the general assembly, the participants were placed in small groups with the discussion being guided by a consultant having expertise in the subject of the day's theme. Before ending the day's activities, the participants reassembled in a general assembly for interaction either among the keynote speaker and consultants for the small groups or among the participants

posing questions to the speaker or to a panel of consultants for a response. The former generally seemed to receive a more satisfying response from the participants.

The participants for the teacher sessions were selected by using the definition, "crossover" teacher, that is, a teacher of the minority race teaching in a school of a predominate race. The local school administrators who had crossover teachers in his school were chosen to participate in administrator's sessions; other educational personnel involved in the program were superintendents and supervisors. Appendix D indicates participants' attendance at workshops.

Sensitivity

Objectives for program:

Goals of positive self-concept and healthy interpersonal relations provide the basis for programs designed:

1. To promote positive feelings of effectiveness among crossover teachers, especially the Negro teachers assigned to work with faculties which consisted previously of white teachers only.
2. To lessen feelings of apprehension and anxiety in the crossover situation.
3. To develop understanding of attitudinal differences

in teachers of different races.

4. To assist crossover teachers in relating positively to teachers of the other race.
5. To attune all personnel to the human relations dimension of assignments involving principals and teachers of different races.
6. To promote positive attitudes on the part of teachers working with parents of students of the other race.

Program of day's activities follows.

WESTERN ALABAMA REGIONAL
TITLE IV PROJECT
CROSSOVER TEACHERS' WORKSHOP
MARCH 5, 1969

Tuscaloosa County Board of Education
Central Office Auditorium

Outline of Day's Activities for Teachers

9:30 - 9:45 General Assembly-----Orientation and Overview of
Program

9:45 - 10:45 Topic: Sensitivity

Keynote Speaker - Mr. K.Z. Chavis

Mr. Chavis is currently serving as director of the
Leadership Development Program. He has had experiences
as a classroom teacher, principal, and consultant to local,
state and national educational programs as well as writing
articles for periodical professional magazines.

10:45 - 10:50 To Small Groups

- | | |
|-------------------------|--------------------------|
| 1. Dr. Robert Whetstone | 7. Mrs. Addie Scott |
| 2. Dr. Frankie Ellis | 8. Mrs. Carolyn Watts |
| 3. Mrs. Gwendolyn Bowie | 9. Mrs. Sandra Bollinger |
| 4. Mr. Willie Gaither | 10. Dr. Elizabeth Lewis |
| 5. Mr. Bill Nallia | 11. Mr. Jessie Wier |
| 6. Dr. Joffre Whisenton | 12. Mrs. Zadie Whisenton |

10:50 - 12:00 Small Groups Discussion

12:00 - 1:00 Lunch

1:00 - 2:30 Question-Answer Period
Mr. Chavis + Panel of Consultants

2:30 - 3:00 Evaluation and Future Guide for Planning

WESTERN ALABAMA REGIONAL
TITLE IV PROJECT
SESSION FOR SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS
March 6, 1969

Tuscaloosa County Board of Education
Central Office Auditorium

Outline of Afternoon Activities for Administrators

- | | |
|-------------|--|
| 1:30 - 1:40 | General Assembly and Orientation and Overview of Program |
| 1:40 - 2:20 | Topic: A Challenge for Change

Keynote Speaker - Dr. Stafford Clarke
Dr. Stafford Clarke is serving as Coordinator of Field Services and Director of the Title IV Center at Auburn University. Dr. Clarke is a graduate of Berry College and received the M.A. Degree from University of Georgia and the Ed.D. from Auburn. He is a former superintendent and has held key offices in the state professional organizations. |
| 2:20 - 3:30 | Small Groups Session

1. Superintendents - Tuscaloosa County Board Room
Dr. Stafford Clarke

2. Principals, Tuscaloosa County Central Office Bldg. and Federal Projects Bldg.

Mr. Jonathan Gaines, Principal
Mobile County Board of Education

Mr. Bill Nallia
Mobile, Alabama

3. Supervisors - Auditorium
Dr. Frankie Ellis
Professor at Tuskegee University |
| 3:30 - 3:45 | Second General Assembly
Feedback from small groups |
| 3:45 - 4:00 | Evaluation |

Communication - "Factors Which Influence Growth in Communications"

Objectives focusing upon better understanding of communication patterns of both races and in improving communication capabilities of teachers working with pupils, parents and teachers of the other race form the basis of programs designed:

1. To promote understanding of racially-oriented communication patterns characteristic of the language skills of pupils, teachers, and parents.
2. To enhance the communication skills of crossover teachers and other project personnel in working with persons of other races.
3. To assist teachers in recognizing substandard speech and other speech inadequacies in their own communication patterns.

WESTERN ALABAMA REGIONAL
TITLE IV PROJECT
CROSSOVER TEACHERS' WORKSHOP

Tuscaloosa County Board of Education - Auditorium

WEDNESDAY WORKSHOP AGENDA

March 19, 1969

9:00 - 10:15

General Assembly

Topic: "Factors Which Influence Growth in
Communication"

Speaker: Dr. Lynette S. Gaines

Dr. Gaines received her A.B. Degree in Mathematics from Spelman College, her M.A. Degree in Education from Atlanta University, and her Ph.D. in Education-Reading from the University of Chicago. Dr. Gaines taught reading and English at Spelman College, was a professor at Atlanta University and served as Director of the Atlanta University Center Reading Program. Dr. Gaines received the Atlanta University Award for Excellence in Teaching in 1965. She has been a contributor to numerous professional publications and has acted as consultant to many school systems in the area of in-service training. Since 1968 Dr. Gaines has been a Professor of Education at the University of South Alabama.

10:30 - 11:30

Discussion Groups

Small Group Leaders:

Mrs. Carolyn Watts
Mrs. Sandra Bollinger
Mrs. Zadie Whisenton
Dr. Joffre T. Whisenton
Mrs. Gwendolyn M. Bowie
Dr. Frankie Ellis

Mrs. Addie Scott
Mr. J.B. Wier
Mr. B.D. Whetstone
Dr. Elizabeth Lewis
Mr. Bill Nallia

11:30 - 1:00

Lunch

1:00 - 2:00

Discussion Groups

2:00 - 2:45

Second General Assembly

2:45 - 3:00

Evaluation

Leadership (Objectives for Administrative Personnel)

1. To better equip participants professionally to offer leadership in a bi-racial school.
2. To better equip participants in assisting faculties and staff in constructing and utilizing evaluative techniques appropriate to the bi-racial school.
3. To assist principals in identifying and working with the special problems of the crossover teacher.
4. To assist principals in helping teachers critically examine and select suitable teaching materials.
5. To assist principals in understanding differences between parents of students of different races.

WESTERN ALABAMA REGIONAL
TITLE IV ADMINISTRATORS' WORKSHOP

Tuscaloosa County Board of Education - Auditorium

THURSDAY WORKSHOP AGENDA

March 20, 1969

1:00

General Assembly

Topic Area: The Leadership Role of the Administrator

Speaker - Dr. David Bjork

Dr. David M. Bjork is serving as Director of the Title IV Center at the University of South Alabama. Dr. Bjork is a graduate of U.C.L.A. and received the M.A. Degree at the University of Minnesota and the Ed.D. in Educational Administration and Curriculum at the University of Alabama. His background includes several years of public and private school teaching, five years of university teaching and administration and eight years as a school superintendent of a bi-national school in Latin America. Dr. Bjork has served as a consultant and speaker to numerous programs dealing with the desegregation of school.

Response: An Action Report

Dr. Harold R. Collins

Superintendent of Pike County Schools

Mr. Lloyd Bowie

Principal of St. Girard High School

Phenix City, Alabama

Dr. George H. Davis

Tennessee Valley Education Authority

Huntsville, Alabama

The Disadvantaged: Challenge to Education

Objectives which reflect recognition of the educational disadvantage emanating from social, economic, cultural, and educational isolation form the basis for programs designed:

1. To assist crossover teachers and other project personnel in understanding the characteristics of the disadvantaged youth.
2. To help project personnel identify and work with the disadvantaged youth in the crossover situation in classroom activities.
3. To enhance the competency of crossover teachers in working with pupils in desegregated co-curricular activities.
4. To assist crossover teachers and other personnel in working with extra-curricular community and school activities involving students and personnel of both races.

WESTERN ALABAMA REGIONAL
TITLE IV PROJECT
CROSSOVER TEACHERS' WORKSHOP

Tuscaloosa County Board of Education - Auditorium

WEDNESDAY WORKSHOP AGENDA

March 26, 1969

9:00 - 10:15

General Assembly

Topic Area: Disadvantaged, The Challenge for Education

Speaker: Dr. Al Kingston

Dr. Kingston is Professor of Education and member of the Graduate Faculty of University of Georgia. He holds the M.S. in Education and Ph.D. from Cornell University. Dr. Kingston has had a wide variety of professional experiences, having served as Director of Remedial Reading and Guidance, Texas A. and M. College; Remedial Education and Reading Improvement Advisor, Ethiopia and United States Cooperative Education Program. He is co-author of basic texts in educational psychology and the author of numerous professional articles and research reports on reading and related topics

10:15 - 10:30

Break

10:30 - 11:30

Discussion Groups

11:30 - 1:00

Lunch

1:00 - 2:00

Discussion Groups

2:00 - 2:45

Second General Assembly

WESTERN ALABAMA REGIONAL
TITLE IV ADMINISTRATORS' WORKSHOP
Tuscaloosa County Board of Education - Auditorium

THURSDAY WORKSHOP AGENDA

March 27, 1969

1:00 - 2:00

General Assembly

Topic Area: The Leadership Role of Administrator
Community Structure

Speakers - Dr. Gomillion, Professor of Sociology at
Tuskegee University

Mr. Brice Joyce, member of the Alabama Human
Relations Council

2:00 - 2:15

Break

2:15 - 3:15

Small Group Discussion

Group A - Mr. Brice Joyce - Auditorium

Group B - Dr. Frankie Ellis - Room 306

Group C - Dr. James Mosley - Federal Projects Bldg.

3:20 - 3:45

Question-Answer Period with speakers

During the separate meetings of teachers and administrators, the teachers were dubious that the administrators were aware of their problems and concerns and wondered to what degree the administrator was committed to the program. Whether the teachers' feelings were real or imaginary did not relieve any apprehension or anxieties. Therefore, a joint session for teachers and administrators was initiated by distributing the following questionnaire to both groups:

1. What has been some positive assistance which has been beneficial to you in your situation?
2. What have been some negative issues which need to be resolved?
3. Thinking in terms of the 1969-70 school year, what do you recommend for follow-up activities and policies and for assistance to newly employed crossover teachers?

The responses from this questionnaire were used during the program activity by a separate panel of teachers and administrators to reply to the issues of each group.

The outcome of the joint session of teachers and administrators is shown in Appendix E1.

WESTERN ALABAMA JOINT ADMINISTRATOR-TEACHER SESSION

April 23, 1969

THEME: Building a Stronger Western Alabama Educational Program

9:15 - 9:20 Introductory Remarks and Announcements
 Mr. John M. Douglass, Jr.

9:20 - 9:30 Welcome
 Dr. Charles Sprayberry
 Superintendent of Education
 Tuscaloosa County, Alabama

9:30 - 10:30 Panel 1: Administrators
 Through the Looking Glass
 1. Positively
 2. Negatively
 3. Into the Future

Moderator for both panels: Dr. Fain Guthrie

Mr. William Carpenter, Superintendent, Pickens County
Mr. Milton Williams, Principal, Tuscaloosa County
Mr. Wiley Kirksey, Principal, Sumter County
Mr. Billy Cleiland, Supervisor, Clarke County

10:45 - 11:30 Panel 2: Teachers

Miss Sandra Mackey, Tuscaloosa County
Mr. Samuel Daffin, Clarke County
Miss Judy Latham, Pickens County
Mrs. Lograyne Gibbs, Chilton County
Mr. John Wilson, Clarke County

11:30 - 1:00 Lunch

1:00 Group Sessions - Open Communication
 1. Areas of Main Concern
 2. Strategies for Change

Small Group Leaders:

Mr. McDonald Hughes
Mr. Willie Gaither
Mr. Roland Terrell

Mr. Bill Nallia
Mrs. Billie Schwartz
Miss Genevieve Finley

Mr. Shelby Searcy
Mr. Paul Ware
Mr. Charles Brown

Organization

Goals which recognize that the educative process in classes taught by crossover teachers, especially desegregated classes, require new approaches to organization form the basis for programs designed:

1. To help crossover teachers and other Project personnel better understand the variety of administrative procedures and organizational patterns proven effective in desegregated teaching situation.
2. To assist crossover teachers in recognizing the tendency of teachers of different races to employ different teaching patterns, methods, and organization and to assist crossover teachers in modifying such tendencies when appropriate.
3. To assist crossover teachers in planning the organization and management of classrooms in a manner appropriate to the racial texture of the class.
4. To assist crossover teachers in recognizing the need for changes in classroom organization perhaps involving such procedures as non-gradedness, resource centers, and flexible scheduling.

Curriculum

Goals based upon realization of the role that curriculum content, teaching methods, and learning materials play in the classroom, especially the bi-racial one, form the basis for programs designed:

1. To assist crossover teachers in understanding, utilizing appropriate methodology in the classroom, particularly in the bi-racial one.
2. To enhance the understanding of the crossover teacher and other Project personnel in the processes and skills involved in developing curriculum, particularly for bi-racial classes.
3. To help crossover teachers recognize the need to select and utilize appropriate and relevant materials for classroom use, particularly within the bi-racial classroom.
4. To help crossover teachers understand problems relative to the availability of audio-visual equipment and materials within certain of the newly desegregated schools.

5. To assist crossover teachers in recognizing the role of audio-visuals in the classroom, especially the racially-mixed one.

April 2, 1969

Theme - Curriculum and Organization: An Action Report, The New Albany Story

Consultant - Mr. Bryant Smith

Mr. Smith currently holds the position of Superintendent of the New Albany City Public Schools, New Albany, Mississippi. Under his direction and guidance, the New Albany School System in 1968 voluntarily disestablished the dual school system and secured a local Title IV, Sec. 405, P.L. 88-352 Grant which placed emphasis on changing organizational structure of the schools as well as on providing innovations in curricula.

Small Group Leaders: Mrs. Helen Farned
Mrs. Dorothy Gibson
Miss Mary Hines
Mrs. Mary Childers
Mrs. Ruth Hill
Mrs. Lila Ann Stewart
Mrs. Margaurite Henry
Miss Inez Ford
Mrs. Mary V. Golding
Mr. James R. Bryson

Activities: After the introduction for background information, Mr. Smith made a film presentation illustrating the transition of a teacher - centered curriculum to one which became student - centered.

Evaluation - The Student Evaluation Dilemma

Goals of adapting evaluative instruments to classroom needs, of utilizing instruments which provide feedback, and of using a variety of diagnostic procedures especially suited for desegregated schools form the basis for programs designed:

1. To familiarize teachers with a variety of assessment procedures.
2. To provide teachers with information about evaluating youngsters from culturally different backgrounds.
3. To help teachers understand how to plan assessment procedures for improving learning experiences for pupils from culturally different backgrounds.

The Student Evaluation Dilemma

October 21, 1969

9:00 - 9:05	Welcome Mr. John Douglass
9:05 - 9:15	Report on the Spring Evaluation Data Dr. Carl Cecil
9:15 - 9:30	Remarks Mr. Brandon Sparkman
9:30 - 9:35	Introduction of Small Group Leaders
9:35 - 9:40	Introduction of Keynote Speaker, Dr. John Morrow Mr. Willie Gaither
9:40 - 10:40	Dr. John Morrow, University of South Alabama
10:40 - 10:55	Break
10:55 - 12:00	Small Groups
12:00 - 1:00	Lunch
1:00 - 2:15	Small Groups
2:15 - 2:30	Evaluation

Workshop materials:

Engelhart, Max D., Improving Classroom Testing, Washington: NEA, 1969

Rothney, John W.M., Evaluating and Reporting Pupil Progress, Washington, NEA, 1968

Summer Workshop

Topics for the sessions were similar to those presented at the Spring In-service program for crossover teachers. The Consultants utilized during the summer in many cases were the same ones as involved in the spring phases of the program. The thrust of this summer workshop was directed toward meeting the needs of crossover teachers. The objectives of the workshop in nearly every case were focused upon the needs of the newly assigned crossover teachers.

Western Alabama Title IV Project

Summer Institute

Tuscaloosa County Board of Education
Central Office Auditorium
2314 - 9th Street

Date: August 18, 19, 20, 21

Improving Human Relations Through Cooperative Procedures:

- I. Sensitivity
- II. Communication
- III. Understanding the Disadvantaged
- IV. Curriculum

Hotel Stafford

Date: August 19 - 20

Planning and Implementing Effective In-service Education

John M. Douglass, Jr.
Project Director

"He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings."

Emily Dickinson

Located in the Art Display Room of the Federal Project Building is a book exhibit of 1600 volumes from Books on Exhibit, Inc. Please use your free time to review these books, which will be on display during the entire week.

We are indebted to Mr. Neil Snider for making the arrangements to secure these books and for displaying them.

Monday

18 August 1969

Improving Human Relations Through Cooperative Procedures:

Sensitivity

8:30 - 8:55	Registration and receiving packaged materials
8:55 - 9:05	Welcome - Dr. Charles Sprayberry Superintendent of Tuscaloosa County Schools
9:05 - 9:10	Announcements and introduction of day's leaders - John Douglass Leaders: Bill Nallia Willie Gaither
	Simulated Incidents Exercises
	Exercise 1 - Small Group Interaction (See page 6 for your group and room assignment)
10:00 - 10:30	Break
10:30 - 11:30	General Assembly - Auditorium Simulated Incidents Exercises 2
11:30 - 1:00	Lunch - Review Book Display
1:00 - 2:30	General Assembly - Auditorium Simulated Incidents Exercises 3 and 4
2:30 - 3:00	Evaluation - Dr. Ray Loree
3:00	Dismiss - Review Book Display

Tuesday

19 August 1969

Improving Human Relations Through Cooperative Procedures:

Communication

9:00	Introduction of speaker Speaker: Dr. Lynette Gaines University of South Alabama Mobile, Alabama
10:00	Break
10:30	Small group interaction Small group sessions will react to Dr. Gaines' opening address and to the questions on mimeographed sheets.
11:30	Lunch
1:00	Continuation of small group sessions
2:00	Evaluation - General Assembly
2:30	Panel Discussion Moderator Panel Members

Panel members will summarize the small group sessions and react to pertinent questions that were discussed.

Wednesday

20 August 1969

Improving Human Relations Through Cooperative Procedures:

Understanding the Disadvantaged

9:00

Group I - Teachers of primary and upper elementary grades

Leader: Mr. John Winstead

Room Assignment: Room 112

Group II - Members of Groups II, III, IV, and V on page 6
(All junior and senior high subject areas will
combine forces to compose Group II.)

Leader: Mr. Jerry Storey

Room Assignment: Room 302 (Auditorium)

2:30

Evaluation - General Assembly - Auditorium

The leaders for each group will announce the day's schedule.

We appreciate Dr. Bob Nelson, Mr. Jerry Storey and

Mr. John Winstead, personnel of Southeastern Education

Laboratory for their assistance in developing today's
program.

21 August 1969

Curriculum

9:00	Introduction of speaker Bryant Smith, Jr. Superintendent, New Albany Public Schools New Albany, Mississippi
	Topic: Innovations in Curriculum - an action report
10:00	Break
10:30	Small group interaction
	Group I - Mrs. Gibson - Primary and upper elementary Mrs. Hawthorne Team teachers, New Albany Public Schools New Albany, Mississippi
	Group II - Social Studies Mrs. Clarissa Pitts Supervisor, Anniston Public Schools Anniston, Alabama
	Group III - Mrs. Gwendolyn Bowie, Math, Science Shades Valley High School Jefferson County School System, Alabama
	Group IV - Mrs. Sally Wood - English Tuscaloosa County School System Tuscaloosa, Alabama
	Group V - Miss Jayne Meyer Physical Education Supervisor Tuscaloosa, Alabama
11:30	Lunch
1:00	Continue small group sessions
2:30	Evaluation
3:00	Dismiss

GROUP LEADERS

Monday and Tuesday

- Group I - Mrs. Betty Roberts
- Group II - Miss Inez Ford
- Group III - Mrs. Minnie Jackson
- Group IV - Mr. Larry Landrum
- Group V - Mrs. Donita Gothard
- Group VI - Mrs. Billie Schwartz

Thursday

- Group I - Elementary
Mrs. Dorothy Gibson and Mrs. Opal Hawthorne
Team teachers, New Albany, Mississippi
- Group II - Social Studies
Mrs. Clarissa Pitts
Supervisor, Anniston Public Schools
Anniston, Alabama
- Group III - Math and Science
Mrs. Gwendolyn Bowie
Shades Valley High School, Birmingham, Alabama
- Group IV - English
Mrs. Sally Woods
Brookwood High School
- Group V - Physical Education
Miss Jayne Meyer
Physical Education Supervisor
Tuscaloosa County School System

Tuesday and Wednesday

18 - 19 August 1969

In-service Preparation:
The Concept of In-service Preparation
Characteristics of an Effective Program

9:00 Welcome and introduction of speaker - Dr. Charles Sprayberry
Superintendent
Tuscaloosa County Schools

Speaker: Dr. John Letson

Topic: Planning and Implementing In-service Education

10:00 Break

10:30 Small group sessions

Participants from each county will compose a group whereby they will develop plans for their in-service education program for 1969-70 school year.

At this time, Title IV has secured funds to provide each individual school system a consultant to work one day in your county. You would want to utilize this consultant for the greatest benefit of all personnel; therefore, plan in depth how this consultant can be of best service to your system.

11:30 Lunch - Review book display in Federal Project Building

1:00 Small group sessions

3:00 Dismiss

For results of this two-day session, see Appendix E1.

Wednesday
(continuation of Tuesday's work session)

9:00 Panel - Progress report by representatives from counties

Reaction: Dr. Letson

10:00 Break

10:30 Small groups

11:30 Final reports

12:00 Dismiss

If you have not reviewed the book display in Federal
Project Building of County Board of Education, take
this time to do so.

Other Activities

In the fall, four of the participating systems followed up the summer in-service recommendation. For one system, this was the first in-service meeting for educational personnel as well as being the first occasion blacks and whites had to meet jointly in a session of this nature.

The following consultants were used:

Greene County	Dr. Mary Scott Professor Early Childhood Education Georgia State University "Challenges in Education 1970"
Pickens County	Dr. Lynette Gaines Professor of Education University of South Alabama "Better Communication - Better Education"
Sumter County	Mr. Bryant Smith, Superintendent New Albany City Public Schools New Albany, Mississippi
Tuscaloosa County	Dr. Betty Siegel Professor of Psychology University of Florida "Self Concept and Academic Achievement"

Also during the fall semester, local workshops were administered in the participating counties for teachers of English and Social Studies, with consultant assistance being derived from the Alabama State Department of Education.

The workshops for both subject matter areas were designed for the following objectives:

1. To motivate teachers in studying and developing curricula guides to meet the needs of their local situation.
2. To emphasize a student-centered curricula rather than a teacher-oriented philosophy.
3. To acquaint teachers with the latest multi-media and subject-related materials.

On January 22, as a follow-up activity to the curriculum crossover session on April 23, 1969, forty-eight teachers and administrators visited the New Albany City Public School System. The participants received firsthand experiences in observing multi-age grouping and individualized instruction in action in traditional type school plants similar to the ones in which they were presently teaching.

Director's Activities

In addition to the major responsibility of planning and executing regular multi-district program, the director conducted in-service programs in the local schools. In connection with the

local in-service, he utilized the services of the university center staff members as resource people.

The director has also assisted in identifying potential leaders from the multi-district program, who would provide a contribution to regional and state workshops.

Part II

Evaluation

of

Western Alabama Cooperative

Title IV Project

Carl E. Cecil, Ed.D.

Associate Professor of Educational Psychology

University of Alabama

CHAPTER I

PROCEDURES AND PROGRAM POPULATION

The Title IV program for the Western Project will be evaluated in this report. This Project was oriented toward developing among participants better self concepts, improved communication skills, better classroom management techniques, and greater knowledge of multi-racial methods and materials. The Project was also concerned with helping participants to improve interpersonal relationships and inter and intra-group skills.

After reading the proposal of the Western Project the evaluators determined that forms should be developed that would measure various factors in order to aid in determining the effectiveness of this program. The general outline of factors to be sampled were as follows:

- I. Self Concept
 - A. Flexibility
 - B. Frustration tolerance
 - C. Ambiguity tolerance
- II. Cross Cultural Understanding
 - A. Perception of communication
 - B. Perception of student goals
 - C. Perception of the educational process

III. Methods Skills

- A. Understanding of individual differences
- B. Rigidity of instructional methods
- C. Group leadership skills
- D. Necessary depth of understanding of subject matter
- E. Interpersonal relationship skills
- F. Judgment of the effectiveness of new situations created by integration and of new methods and materials which might be instituted

IV. Attitudes

- A. Toward crossover teaching
- B. Toward integration
- C. Toward students, teachers, parents, and administrators of another race
- D. Toward students, teachers, parents, and administrators of one's own race
- E. Toward change in general

V. Commitment Processes

- A. To the experimental program
- B. To the goals of the Title IV projects
- C. To idealistic purposes in general and educational improvement in particular

VI. Redefinition of Problems

- A. Extent of change resulting from the Title IV projects
- B. Change in perception of problems created by integration as a result of Title IV projects

These forms were developed in order to obtain data that would provide the information sought in the evaluation

objectives. Each participant was assigned a computer number which was to be used when completing forms in order to assure anonymity. Test directions were developed to standardize test administration as much as possible. For further information about these forms, refer to Appendices E, F, and G. Form I was a personal and professional information form which was designed to determine the nature of the population involved in the project. Form II, Part 1 sampled the participants' attitudes toward communications and relationships with students, teachers, school administrators, parents, and social peers of both black and white races. Part 2 of the form measured attitudes toward school integration and educational practices within the integrated school system. Part 3 was concerned with self concept and self-adjudged effectiveness in a variety of school and non-school social relationships. Form III was an adaptation of a Likert type questionnaire developed by Wehling and Charters to measure dimensions of teacher conceptions of the educative process. The original form is found in the American Educational Research Journal, Volume VI, Number One, January 1969, pp. 7-30. The questionnaire purports to measure eight dimensions of teacher

beliefs concerning:

- a. Subject matter emphasis
- b. Personal adjustment ideology
- c. Student autonomy vs. teacher direction
- d. Emotional disengagement
- e. Consideration of student viewpoint
- f. Classroom order
- g. Student challenge
- h. Integrative learning

This form was rearranged so that section one consisted of twenty-two items, each set of two items made up of more or less diametrically opposed statements. This was done in order to provide the program participant the opportunity to present his views as consistently as possible. Items 23 through 66 were divided into the eight dimensions in the original form. Items 67 through 96 were a further check on self concept and personal evaluation items measured on Form II and are not included in the analyses since they tended to follow the results obtained on Form I.

An evaluation of these instruments is being completed. Preliminary information indicates that Forms I and II have

yielded the kind of data anticipated and are judged to be adequate. Form III seems less fruitful but a factor analysis is being performed which we hope will reduce the number of items and with some reworking provide useful information.

Procedures and Statistical Treatment

The pre-tests were administered in May, 1969. The post-tests were administered to a fifty percent randomly selected sample of the participants in October, 1969. The sampling procedure was used in order to reduce the amount of data generated and to facilitate trend analysis so that feedback from the data could be used in planning for a new Title IV proposal.

The test results for Forms I, II, and III were converted to category selection percentages. Statistical analyses of the data were completed by computing a critical ratio for percentage comparisons outlined by Garrett (1966). In all cases the .05 level of confidence was utilized to indicate statistical significance.

Population

Table 1-1, Part 1, provides a summary of the total

population of the Western Project. The youthful nature of the participants in the Western Project (45.7 % between the ages of 20 and 29) should be noted when studying this table. This had the expected effect on years of teaching experience, degree work completed or anticipated, and years in present position. Fifty-seven percent of the Western Project participants were classroom teachers, while another 27% were administrators. Another point of interest to be noted is the ratio of male and female participants. Approximately 39% of the participants in this Project were male. This is a fairly high percentage when one considers the ratio between male and female teachers in the teaching population as a whole. For further information refer to Table 1-1, Part 1.

Table 1-1, Part 2 compares the white and black participants in the Western Project. It should be noted that the white personnel are somewhat younger as a group than are their black counterparts and that the black group has a higher percentage of Alabama-born and educated representatives. The white group possesses a higher percentage of master's degrees or other advanced professional work. The black group indicates a significantly higher percentage

intending to further their education. The black participants in this Project are more experienced teachers and verbalize satisfaction with the integrated system and intentions of returning to their present positions significantly more than do the whites. Other comparisons may be made by referring to Table 1-1, Part 2.

Table 1 - 1
Percentage Comparison
Western Project

Item	Part I	Part II	
	Percentage Total	Percentage Black	Percentage White
1. Marital Status			
Single	16.8	16.3	17.3
Married	74.0	69.8	77.3
Widowed	3.1	2.3	3.6
Divorced	0.5	0.0	0.9
Other	0.0	0.0	0.0
No Response	5.6	11.6	0.9
2. Number of Children			
1	19.4	22.1	17.3
2	19.9	22.1	18.2
3	9.7	3.5	14.5
4	4.6	4.7	4.5
5	0.5	1.2	0.0
6	0.0	1.2	0.0
No Response	45.4	45.3	45.5
3. Age			
20-29	34.7	22.1	44.5
30-39	16.3	18.6	14.5
40-49	16.8	18.6	15.5
50-59	13.3	14.0	12.7
60-69	4.6	3.5	5.5
No Response	14.3	23.3	7.3
4. Sex			
Male	38.8	37.2	40.0
Female	61.2	62.8	60.0

Item	Part I	Part II	
	Percentage Total	Percentage Black	Percentage White
5. Race			
White	56.1	0.0	100.0
Black	43.4	100.0	0.0
Other	0.5	0.0	0.0
6. Birthplace			
Alabama	79.1	89.5	70.0
Southeast	15.8	8.1	21.8
Northeast	1.5	0.0	2.7
Midwest	2.6	0.0	4.5
West	0.0	0.0	0.0
Other	1.0	2.3	0.0
7. High School Attended			
Alabama	82.1	88.4	77.3
Southeast	13.3	9.3	16.4
Northeast	1.7	0.0	2.7
Midwest	2.6	1.2	3.6
No Response	0.5	0.0	1.2
8. High School Composition			
White	40.3	2.3	70.0
Black	39.8	90.7	0.0
Integrated	18.9	29.1	5.8
No Response	1.0	1.2	0.9
9. College Attendance			
Alabama	85.2	88.4	82.7
Southeast	11.2	10.5	11.8
Northeast	2.0	1.2	2.7
Midwest	1.5	0.0	2.7
West	0.0	0.0	0.0
10. College Composition			
White	34.7	1.2	60.9
Black	38.3	87.2	0.0
Integrated	27.0	11.6	39.1

Item	Part I	Part II	
	Percentage Total	Percentage Black	Percentage White
11. Degree Held			
BA or BS	59.7	69.8	51.8
MA	32.1	29.1	34.5
Ed.S or AA	6.1	0.0	0.0
Ph.D or Ed.D	0.0	0.0	0.0
Incomplete	1.5	1.2	1.8
No Response	0.5	0.0	0.9
12. Plans for Further Education			
Yes	75.0	80.2	70.9
No	5.1	3.5	6.4
Undecided	18.9	16.3	20.9
No Response	1.0	0.0	1.8
13. Degree Work Planned			
BA or BS	1.0	0.0	1.8
MA	43.4	53.5	35.5
Ed.S or AA	5.6	5.8	5.5
Ph.D or Ed.D	12.2	5.8	17.3
No Response	37.8	34.9	40.0
14. Racial Composition of Present School			
All White	8.2	14.0	3.6
All Black	41.3	19.8	58.2
Mostly White	34.7	52.3	20.9
Mostly Black	7.7	8.1	7.3
Approximately Equal	3.1	3.5	2.7
No Response	5.1	2.3	7.3
15. Present Position			
Teacher	57.7	61.6	54.5
Counselor	1.0	2.3	0.0
Librarian	4.1	4.7	3.6
Administrator	27.6	26.7	28.2
Other	9.2	4.7	12.7
No Response	0.5	0.0	0.9

Item	Part I	Part II	
	Percentage Total	Percentage Black	Percentage White
16. Number of Years Experience			
0-2	29.1	17.4	38.2
3-5	13.8	18.6	10.0
6-10	13.8	12.8	14.5
10-20	21.4	25.6	18.2
20 or more	20.4	25.6	16.4
No Response	1.5	0.0	2.7
17. Number of Years in Present Position			
1-2	70.9	70.9	70.9
3-4	11.2	5.8	15.5
5-6	3.1	2.3	3.6
7-8	2.0	1.2	2.7
9 or more	11.7	18.6	6.4
No Response	1.0	1.2	0.9
18. Intention of Returning to Present Position			
Yes	68.9	79.1	60.9
No	13.8	4.7	20.9
Undecided	15.3	12.8	17.3
No Response	2.0	3.5	0.9
19. Satisfied with Integrated System			
Yes	68.4	79.1	60.0
No	10.2	8.1	11.8
No Response	21.4	12.8	28.2
20. Reaction to Integration			
Not Applicable	1.0	0.0	1.8
Positive due to interaction with students	4.6	1.2	7.3
Negative due to interaction with students	1.5	1.2	1.8
Positive due to interaction with teachers	2.6	3.5	1.8

Item	Part I	Part II	
	Percentage Total	Percentage Black	Percentage White
Negative due to interaction with teachers	0.0	0.0	0.0
Negative, general-poor equipment, frustration, etc.	4.1	4.7	3.6
Lack evidence to decide	2.6	2.3	2.7
Positive change in personal attitude (overall)	4.1	5.8	2.7
Failed to respond	79.6	81.4	78.2
21. Attend Social Functions			
Always	25.5	26.7	24.5
Frequently	18.9	11.6	24.5
Sometimes	37.8	40.7	35.5
Never	7.1	11.6	3.6
No Response	10.7	9.3	11.8
22. Teaching Level			
Elementary	37.8	40.7	35.5
Jr. High School	13.3	17.4	10.0
High School	26.5	24.4	28.2
Other (Supervisory)	16.3	12.8	20.9
No Response	5.1	4.7	5.5
23. Student Contact			
Lectures	6.6	10.5	3.6
Personal Talks	58.2	69.8	49.1
Extra-Curricular	3.1	2.3	3.6
Physical	3.6	2.3	4.5
All	16.3	8.1	22.7
No Response	12.2	7.0	16.4
24. Percentage Student Communication with Own Race			
1-10%	13.3	23.3	5.5
10-20%	2.0	2.3	1.8
20-30%	5.1	4.7	5.5
30-50%	3.6	7.0	0.9
Over 50%	26.5	37.2	18.2
N.A	41.3	15.1	61.8
No Response	8.2	10.5	6.4

Item	Part I	Part II	
	Percentage Total	Percentage Black	Percentage White
25. Percentage Student Communication with Other Race			
1-10%	9.2	12.8	6.4
10-20%	3.6	5.8	1.8
20-30%	5.1	5.8	4.5
30-50%	10.7	14.0	8.2
Over 50%	44.4	59.1	39.1
N.A.	14.3	19.8	10.0
No Response	12.8	16.3	10.0
26. Students of Own Race Confide			
Frequently	33.7	47.7	22.7
Few Instances	11.2	18.6	5.5
Hardly Ever	4.1	8.1	0.9
Resent Me	0.0	0.0	0.0
N.A.	40.8	15.1	60.9
No Response	10.2	10.5	10.0
27. Students of Other Race Confide in Teacher			
Frequently	36.2	30.2	40.9
Few Instances	30.6	30.2	30.9
Hardly Ever	4.1	3.5	4.5
Resent Me	2.0	2.3	1.8
N.A.	14.8	20.9	10.0
No Response	12.2	12.8	11.8
28. Contact with Student Families			
P.T.A.	10.7	16.3	6.4
Home Visits	27.6	27.9	27.3
School Visits	36.7	32.6	40.0
Home	13.3	14.0	12.7
Other	3.6	3.5	3.6
No Response	8.2	5.8	10.0

* Total N = 196

CHAPTER II

THE WESTERN PROJECT

Form II, Part 1, was designed to elicit the participants' attitudes toward their ability to communicate with students, teachers, administrators, parents, and social peers of both races. Part 2 of the form drew upon their feelings toward integration and its effect upon the educational system. Part 3 was directed toward self concept and judgment of one's impact upon others individually and in groups.

The total Western Project group was compared from pre-test (N=170) to post-test (N=43). Few statistically significant changes occurred, but analyses of percentages indicated strong definite trends of a generally positive nature. The failure to reach statistical significance in a large number of cases is due to small numbers on the post-test which caused the statistical treatment to lose sensitivity. Although a 50% stratified random sample was selected, many chosen subjects had been included in other crossover programs, some failed to complete the post-test, or filled it out incorrectly, and some were no longer participating in the program.

Part 1 of Form II included the first twelve items on the scale. Table 2-1 indicates that six of the twelve items show definite trends toward more positive feelings and two show negative trends. Appendices H and J provide specific percentages and significant items.

Table 2-1

Items Indicating Directional Change Trends on Part 1 of Form II

Direction of Change	Item Number (s)
Positive	2, 8, 10, 11, 12
Negative	5, 7
Neutral	1, 3, 6, 9

These data indicate a general positive change toward greater feelings of confidence and ability to communicate effectively with students, teachers, parents, and social peers of the opposite race and social peers of one's own race. These data fail to reach statistically significant proportions although in many cases they approach significance. There was a non-significant decline in perceived ability to communicate effectively with administrators and parents of students of one's own race. There was little

change in attitude toward students and teachers of one's own race and administrators of another race. All in all there was a general increase in the participants' confidence in communicating effectively with individuals of another race.

Part 2 of Form II consists of eight items dealing with attitudes about and problems connected with integration. Appendix J shows that only the extreme negative value on item 14 reached statistical significance on this section, indicating somewhat more negative feeling on the post-test concerning the rapid integration of students. Table 2-2 illustrates that five of the eight items show greater agreement and only one item obtained greater negative endorsement.

Table 2-2

Items Indicating Directional Change Trends on Part 2 of Form II

Direction of Change	Item Number (s)
Positive	15, 16, 17, 19, 20
Negative	14
Neutral	13, 18

Section 2 responses indicated that the participants'

feelings toward integration changed in a variety of ways. There were increases in the belief that rapid integration of teaching faculties should occur, that the schools should attempt to instill middle-class values in all students, that the goals and difficulty level of schools should be changed to meet the new demands created by integration, and that the participants were better prepared to create changes in instructional methods. At the same time, a polarizing effect occurred among teachers in regard to immediate and total integration and rapid integration of students. Increases occurred at both the extreme agreement and extreme disagreement ends of the scale. In summation, the program did have a significant impact upon attitudes concerning integration. In many instances these changes did not proceed in the most desirable direction, but the implication can be drawn that such programs can change attitudes, hopefully in a positive manner.

Part 3 of Form II consisted of the last eighteen items on the scale. Appendix J indicates that seven of these items are answered differently on the post-test to the extent of reaching statistical significance. The significant

items indicate that on the post-test significantly more participants both strongly disagree and strongly agree that their relations to parents of their own race are good. They both agree and disagree significantly more that they are liked and accepted by fellow teachers of their own and other races and by administrators of their own race. They disagree significantly more that they function well as leaders outside of the school setting and that they rate above average as effective individuals. These results seem to indicate that participants held stronger or more pronounced opinions, regardless of direction, at post-testing than at pre-testing.

In some cases, adding the two disagree categories and comparing these percentages to the added agree percentages yielded meaningful data. In combining negative percentages there is a statistically significant increase on the post-test in feeling of ineffectiveness in associating with others (.05 level of confidence) and a significant increase in feeling accepted as a person of worth by students of another race (.05 level of confidence). Items 23, 25, 27, 29, and 31 show non-significant but

strong positive trends in feeling accepted by school-related personnel of another race.

The program had a positive effect on the participants in regard to self in relation to individuals of another race. There did appear to be some alienation from one's own race. This alienation process is discussed at some length later in this section of the report. See Appendix I for total percentage comparisons.

Various comparisons were made of sub-groups making up the total Western Project population for the purpose of gaining more exacting information as to the sources of the observed variance. The statistical comparisons were:

- a. Total black vs. total white on both pre-and post (Appendices K and L)
- b. White teachers pre vs. post (Appendix M)
- c. Black teachers pre vs. post (Appendix N)
- d. Administrators pre vs. post (Appendix O)

Comparing blacks and whites on the pre-test revealed that the white participants answered items dealing with integration in a negative manner that reached statistically significant levels. Refer to Appendix K for further

information about these comparisons. Blacks rated themselves significantly more capable of establishing good working relations with others, especially those of their own race. However, the black sub-groups had highly mixed reactions about being accepted by white teachers. There were significant differences between the two groups as to their ability to communicate effectively both within and outside the school setting with blacks exhibiting more positive self evaluation.

Comparing blacks and whites on the post-test it is evident that dramatic shifts occurred over the course of the program. For further information on these comparisons refer to Appendix L. On the pre-test twenty items discriminated between the races. On the post-test only seven items obtained statistically significant differences. White participants still maintain significantly less confidence in communicating with students of another race and in feeling capable of creating changes in the curriculum. There was also a significant increase in the no response category among white participants on the items dealing with rapid integration of teaching faculties and the

transition of all schools to middle-class values. Black participants on the post-test disagreed significantly more than whites that the curriculum should be changed to meet the demands of integration. They maintained significantly more positive feelings about their effectiveness in associating with others. The black participants felt significantly less well liked and accepted by teachers of their own race in non-integrated schools.

Further analyses were made comparing white participants on the pre-test to white participants on the post-test and black participants on a pre-post-test basis.

The white teachers on the pre-test (N=71) were significantly more in agreement with being able to communicate with white administrators. This means, of course, that they were significantly less confident in white administrators after the program. On the post-test white teachers felt significantly less capable of communicating with black parents. There was a statistically significant polarization of feelings about immediate and total integration on the post-test, with large but non-significant gains on both ends of the scale and a significant shift away from neutral

endorsement. The post-test revealed significantly more agreement with the concept of changing the curriculum to meet the demands of integration.

There was a significant increase in feelings of neutrality as to being liked and accepted by white teachers in non-integrated schools. There were statistically significant increases in the disagree category in regard to being liked and treated fairly by white administrators and functioning well as a group leader outside of the school setting. See Appendix M for the levels of significance of these items. The post-test revealed non-significant trends toward feelings of greater ability to communicate effectively with both black and white teachers and social peers. There was a tendency toward either greater agreement or a polarization of feelings concerning integration. Non-significant increases in feelings of effectiveness in dealing with others were experienced except in the case of leadership outside of the school.

Appendix N provides information concerning significant items on the black pre- and post-test data on Form II. The black participants on the post-test felt significantly less

able to communicate with black teachers in their own school when both negative category percentages are added (.05 level of confidence). There was a significant increase on the post-test in the strongly disagree category in regard to communicating with white teachers which was accompanied by a non-significant decrease in the two agree categories. The black teachers felt significantly less confident in black administrators on the post-test (.05) and were significantly more neutral in regard to communicating with black parents (.01 level of confidence). There was significantly greater neutrality in feelings of effectiveness in teaching black students and in being accepted as a person of worth by black students. There was significantly less post-test agreement with the idea that relations with black parents were good. The post-test revealed a statistically significant increase in feelings of acceptance by white teachers (.05 level).

The participating administrators also underwent some changes which are reported in Appendix O. However the results must be interpreted cautiously since the number on the pre-test (N=40) was severely reduced on the post-test

sampling (N=10). Administrators felt more positive than teachers of their ability to communicate with both black and white administrators, parents, teachers, and social peers and generally felt adequate acceptance from these groups as well as both races of students. Their feelings of competence in working as group members and leaders and forming good working relationships with both races of parents were significantly more positive than were those of participating teachers. They believed to a greater extent that curricular changes were necessary because of integration.

Post-test data on Form II indicates some major changes. The post-test percentage (90%) was significantly higher than the pre-test percentage (54.8%) on item 7. This indicates a major increase in the belief that administrators feel confident in their ability to communicate effectively with parents of students of their own race (.05 level of confidence). These figures were acquired by adding the two positive categories. There was a statistically significant decline in judged effectiveness of association with others (pre-test percentage 2.4 compared to post-test percentage of 30.0). This was significant beyond the

.01 level and obtained by adding the two percentages at the disagree end of the scale. Administrators also felt significantly less capable of teaching students of their own race (2.4% to 20.0% significant at the .05 level). Items 29 and 31 indicated significant increases in the positive categories which were significant at the .05 level and reveals that administrators felt better liked and accepted by teachers of another race. There was also a significant increase in the administrator's perceived ability to function as a classroom group member (item 34 - .05 level). Large percentages of administrators on both the pre-and post-tests failed to answer the obviously emotion-provoking questions concerning integration. It should be noted that both black and white teachers also had high percentages of no-response rates on the same questions.

Form II was highly successful in eliciting the kinds of information necessary to evaluate the effectiveness of the Title IV program. It is evident that the program brought about a great many desirable attitudinal changes as well as some that were undesirable. Some of the generalized

conclusions are as follows:

1. As a group both black and white participants felt somewhat more comfortable with the prospects of integration although there were non-significant increases of both positive and negative feelings.
2. Discussion of emotionally charged topics seemed to promote a general movement toward more neutral positions although there appeared to be some polarization of those who felt very strongly.
3. White participants still maintain feelings of distrust concerning the various ramifications of integration which seem to spill over into their interpersonal relations with blacks.
4. There appears to be a considerable degree of uncertainty about how and whether the current methods, standards, and curricula should be changed to accommodate integration.
5. Participating blacks suffered a significant amount of alienation from members of their own race. Whether this is an actual problem or a psychological one is unclear. Nevertheless the problem remains

and must be considered for those who have gone through the program and should be taken into account when planning future programs. The same statement can be made of participating whites although to a lesser extent.

6. There is some evidence by implication that, faced with uncertainty, the tendency for educational personnel is to revert to the more traditional academic methods to minimize ambivalence. There is also a trend toward projecting self doubt on to external sources e.g. administrators, teachers, and students of another race.
7. The problem of devaluating self concept and status is a very real one for both black and white educational personnel. Future programs must deal with this problem either by providing new criteria for status evaluation, by a program of community re-education, or both. Since status is likely to be highly correlated to self concept an attack on one is likely to lead to

regression of the other. In either case, if this occurs education will suffer.

Form III was designed to sample teacher beliefs concerning educative processes. The pre-test N was 184 and the post-test N was 42. The Western Project participants' answers indicated two major themes, one of which was classroom control procedures and the other of which was concerned with the amount of emphasis placed on subject matter, as shown in Appendix J. Comparing the Western to the Northwest Project, it is obvious that these two subjects are of greater concern to the Western group. Specifically the items stressing greater insistence on maintaining classroom order, maintaining professional distance, and concern with the teacher clearly being in charge of the classroom exemplify the former concern. Teaching specific skills and subject matter, greater emphasis on subject matter mastery, and integrating the curriculum across subject matter lines indicate the concern with the latter problem. While there were some shifts from pre- to post-tests, these tended to be only in degree rather than a major change in emphasis. See Appendix P for further information. The only statistically

significant changes that occurred on the post-test were the result of reductions in the percentages endorsing giving top priority to the emotional needs of students; taking a warm personal interest in student progress; having complete control in the learning situation at all times; allowing pupils to participate in planning; establishing classroom routine to enhance the emotional stability of pupils; and setting the stage to discover student interests. There was significantly greater disagreement with the following items on the post-test: pupils frequently learn more under their own initiative than under teacher direction; teachers should have complete control of the classroom at all times; optimum learning takes place when the classroom setting is completely free of distractions; pupils learn self-direction by having opportunities to set their own goals for learning. All of the items mentioned above were significant at the .05 level of confidence. It should be noted that on forty-four of the sixty-eight items there was a significant increase in the no response category. This tendency to refuse to respond may indicate some rather profound

changes in the participants which could have a variety of meanings which, at this point, are unclear.

Appendix Q compares blacks and whites on the Form III pre-test. Blacks agreed at a statistically significant level more than whites to the following items:

Item 5 - Learning is essentially a process of increasing one's store of information about various fields of knowledge (.01 level).

Item 25 - Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior (.05 level).

Item 28 - Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room (.01 level).

Item 29 - Teachers increase their chances of directing the work into productive channels by having pupils participate in planning (.01 level).

Item 32 - The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil (.05 level).

Item 41 - A well established classroom routine enhances the emotional stability of pupils (.01 level).

Item 59 - The completion of any worthwhile task in education requires hard work on the part of pupils (.05 level).

Item 60 - Pupils gain more satisfaction from doing a difficult task well than any other achievement (.05 level).

Item 65 - If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects (.05 level).

Item 67 - I feel I am effective in getting across subject matter to my students (.01 level in the strongly agree category).

Item 68 - I use lesson plans and feel they are necessary for effective teaching (.01 level).

In addition, black teachers disagreed significantly more than white teachers with the following items:

Item 39 - A firm hand by the teacher promotes emotional security for pupils (.05 level).

Item 67 - I feel that I am effective in getting across subject matter to my students (.05 level). There is a polarizing effect among black participants on this item.

The white participants agreed significantly more than the blacks with the following items on the pre-test:

Item 5 - Learning is essentially a process of increasing one's store of information about various fields of knowledge (.01 level). Note that this agreement is in the moderate category while the high black percentage is in the strongly agree category.

Item 9 - Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons (.01 level).

Item 15 - Pupils frequently learn more under their own initiative than they do under teacher direction.

Item 29 - Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room (.05 level). This is in the moderately agree while black significance is in the strongly agree category.

Item 34 - A teacher can frequently "reach" a rebellious pupil by taking an intensive personal interest in his welfare (.05 level).

Item 67 - I feel that I am effective in getting across subject matter to my students (.05 level in the moderately agree category).

Item 68 - I use lesson plans and feel they are necessary for effective teaching (.01 level in the moderately agree category).

White teachers disagreed significantly more than black teachers on the following items:

Item 3 - The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter (.05 level).

Item 11 - Children should be given more freedom in the classroom than they usually get (.01 level).

Item 18 - In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished (.01 level).

Item 23 - The curriculum consists of subject matter to be learned and skills to be acquired (.05 level).

Item 59 - The completion of any worthwhile task in education requires hard work on the part of pupils (.05 level).

Item 63 - Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems (.05 level).

In addition, the white participants were significantly more neutral on the following pre-test items than were the blacks:

Item 33 - Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils (.05 level).

Item 42 - Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning (.05 level).

Item 48 - Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems (.05 level).

Item 49 - Learning is enhanced when teachers praise generously the accomplishments of pupils (.05 level).

Item 56 - Lessons presented in the form of problems to be

solved are the best means of motivating pupils
(.05 level).

The significant differences noted above combined with trends that were most significant indicate that white teachers were somewhat less traditional in their teaching procedures and beliefs on the pre-test than were the black teachers. However, both races possessed opinions which were often contradictory.

Post-test data, as shown in Appendix R., reveal that some shifts in opinion occurred. The black participants endorsed the following items significantly more than did the whites:

Item 5 - Learning is essentially a process of increasing one's store of information about various fields of knowledge (strongly agree .05 level).

Item 15 - Pupils frequently learn more under their own initiative than they do under teacher direction (moderately disagree .05 level).

Item 17 - Students who misbehave or do not learn are generally children who need more love (strongly agree - .05 level).

Item 27 - The individuality of pupils is sustained when teachers make allowances in their grade reports for varying interests pupils have (moderately agree - .01 level).

Item 39 - A firm hand by the teacher promotes emotional security for pupils (moderately disagree - .05 level).

Item 42 - Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning (strongly agree - .05 level).

Item 43 - The teacher who organizes the material and presents it to pupils in a forceful way gets the best results (strongly disagree .05 level).

Item 48 - Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems (moderately agree - .05 level).

Item 55 - Pupils respect teachers who expect them to work hard in school (moderately agree - .01 level).

White teachers answered the following items at a level which reached statistical significance:

Item 16 - The effective teacher has complete control of the learning situation at all times (strongly disagree - .05 level).

Item 19 - The goals of education should be dictated by children's interests and needs as well as by the larger demands of society (strongly agree - .05 level).

Item 31 - Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have (strongly agree - .05 level).

Item 48 - Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems (strongly agree - .05 level).

Item 51 - Pupils learn to stay alert when they are expected to respond immediately to teacher demands (strongly disagree - .05 level).

There was a strong trend after the program for both groups of participants to be less teacher centered. The white participants maintained a greater degree of student orientation in their beliefs about the process of education.

However there were relatively large percentages of participants who maintained the more traditional beliefs and seemed little changed by the program.

It is clear, however, that progress was made in many areas and that areas of specific concern to participants are more evident, probably as the result of the Title IV Project.

CHAPTER III

CONCLUSIONS

At this point in the evaluative process it must be concluded that the Western Title IV Project was at least a partial success. The successes may be observed and implied in a number of areas originally specified in Part One as evaluation objectives.

1. Self Concept

In some ways self concepts have improved. It appears that there is considerably more flexibility apparent at the conclusion of the program as supported by participants seeming to be more willing to try new methods of teaching. This requires greater self confidence on the part of both teachers and administrators. On the other hand there is a great deal of uncertainty as to the specific forms these new approaches should take. This may be a partial cause of the great interest in methods, curricular change, and disciplinary techniques. Furthermore, self concept seems to have been strengthened among the black teachers particularly, since their post-test results seem much more realistic

in regard to developing and maintaining interpersonal relationships in the integrated situation. The same is true, but to a smaller extent, with the white participants. Alienation from one's own race represents the major negative trend noted in regard to self concept. There was an almost "textbook perfection" to the alienation that occurred that would have been predicted by theory of race relations. While this represents a problem it is by no means an insurmountable one. Hopefully it may be dealt with in future programs.

Where the results are unclear, it appears that administrators made less spectacular gains in terms of self concept than did the teachers. Clearly their relationships with participating teachers suffered which seems to imply that teachers did not feel that the administrators were totally committed to the goals of the project. While administrators and teachers both indicate a greater clarity of perception of the frustrations and ambiguities to be faced, the

tendency remains to retreat to traditional scholastic methods for safety.

II. Cross Cultural Understandings

Undoubtedly more lines of communication have been established because of the program. Both races of participants seem somewhat more trustful of the other, especially at the professional level. This has not extended toward greater understanding of students although the desire to learn is implied by some response shifts. That transition is still to be made. Yet the intellectual application of educational methods and goals across cultural lines has obtained at least tentative commitment. Misunderstandings and some suspicion of motives still remain, but further positive contact should progressively erode these over time.

III. Methods Skills

While the Western Project appears to be traditional in educational methodology, the

Title IV participants verbalize somewhat greater flexibility in their beliefs. There is more concern than was previously the case for understanding and working with individual differences. There is apparently greater concern with individual's understanding subject matter in depth. While this is interpreted as a positive sign care should be exercised to prevent a return to total commitment to traditional educational approaches to the detriment of the student-centered trend.

There is encouraging evidence that the participants examined group participation and interpersonal relationship skills extensively. Consequently there appears to be significantly greater realism in self evaluations of effectiveness in these areas. This should lead to individual concentration of attention in further developing these skills especially if participants are encouraged to do so and if further Title IV projects can be arranged to give emphasis to further work along these lines.

Perceptions of problems that may be created by integration and the necessary changes in methods which may be necessary appear to have changed very little over the course of the Project. The participants seem more receptive to the concept of change but generally feel poorly prepared to make changes with any degree of confidence.

IV. Attitudes

As previously stated, attitudes underwent major changes --- at least on a verbal level. The general atmosphere for integration of students and faculty was much improved. While some alienation between participants and non-school personnel occurred, attitudes toward the integrated school situation specifically were better than those expressed prior to the program. In this regard the Project seems to have been surprisingly successful.

V. Commitment Processes

With some exceptions, illustrated by rejection

of cooperation in post-testing, the Title IV participants seem to be highly motivated to carry through the objectives of the program. That approximately 25% of the participants seem unchanged is hardly surprising when the emotion charged nature of the Project and its goals are considered. The flexibility of the remainder of the participants is gratifying and should certainly encourage the funding of other programs of a similar nature. With the data available from this study new topics and methods should be incorporated into future programs so that obvious weaknesses may be eliminated.

VI. Redefinition of Problems

The pre-test open-end problems section indicated the following problem areas that were of major concern to the participants:

1. Acceptance by school personnel - approximately 35%.
2. Discipline - especially with students of another race - approximately 30%

3. Acceptance by parents of students in the crossover situation
4. Value conflicts with students
5. Lack of administrative backing in the crossover situation
6. Orientation of the crossover teacher
7. Communications in the crossover situation
8. Lack of motivation on the part of students
9. Local pressures from friends and acquaintances in one's own community

On the post-test there was a considerable difference in problem perception.

1. Problems of acceptance were elicited significantly less. The problem had changed from one of general acceptance to one of being given a chance to assume leadership roles.
2. The main problem concern of the participants on the post-test was discipline of students of another race. The problem had changed, however, to the extent that participants

wanted to know viable methods of dealing with disciplinary problems.

There was a tendency to attempt to understand children who created classroom problems.

3. The problem of acceptance by students was minimized on the post-test but the problem of acceptance by parents of students was of major concern.
4. The post-test revealed that the participants had moved from a concern with value conflicts to concern for a greater understanding of student's values.
5. There was little mention made of the concern with administrators failing to back teachers in the crossover situation on the post-test.
6. The second greatest problem mentioned on the post-test was that of orientation of the crossover teacher to the new school and community.

7. The concern over communication so prominent on the pre-test was considered to be a problem significantly less on the post-test.
8. Motivational problems were mentioned only sparingly on the post-test.
9. Social pressures from friends and acquaintances was mentioned much less frequently on the post-test. This is rather strange in light of the greater social alienation that was so obvious on other parts of the post-test. Rather professional competence seemed to replace this as a major concern.

All in all the problems of integration directly verbalized by participants moved from emphasis on emotional factors to emphasis on educational and professional adequacy. This may well represent an attempt to intellectualize an emotion-provoking situation but a part of the difference must be accounted for by a more realistic scrutiny of the problems. The latter factor, if true, is a major indication of the success of the program.

CHAPTER IV

RECOMMENDATIONS

Future programs should be altered in light of the foregoing conclusions so that successes may be maximized and failures minimized. The following recommendations should serve as a partial guide to program reform:

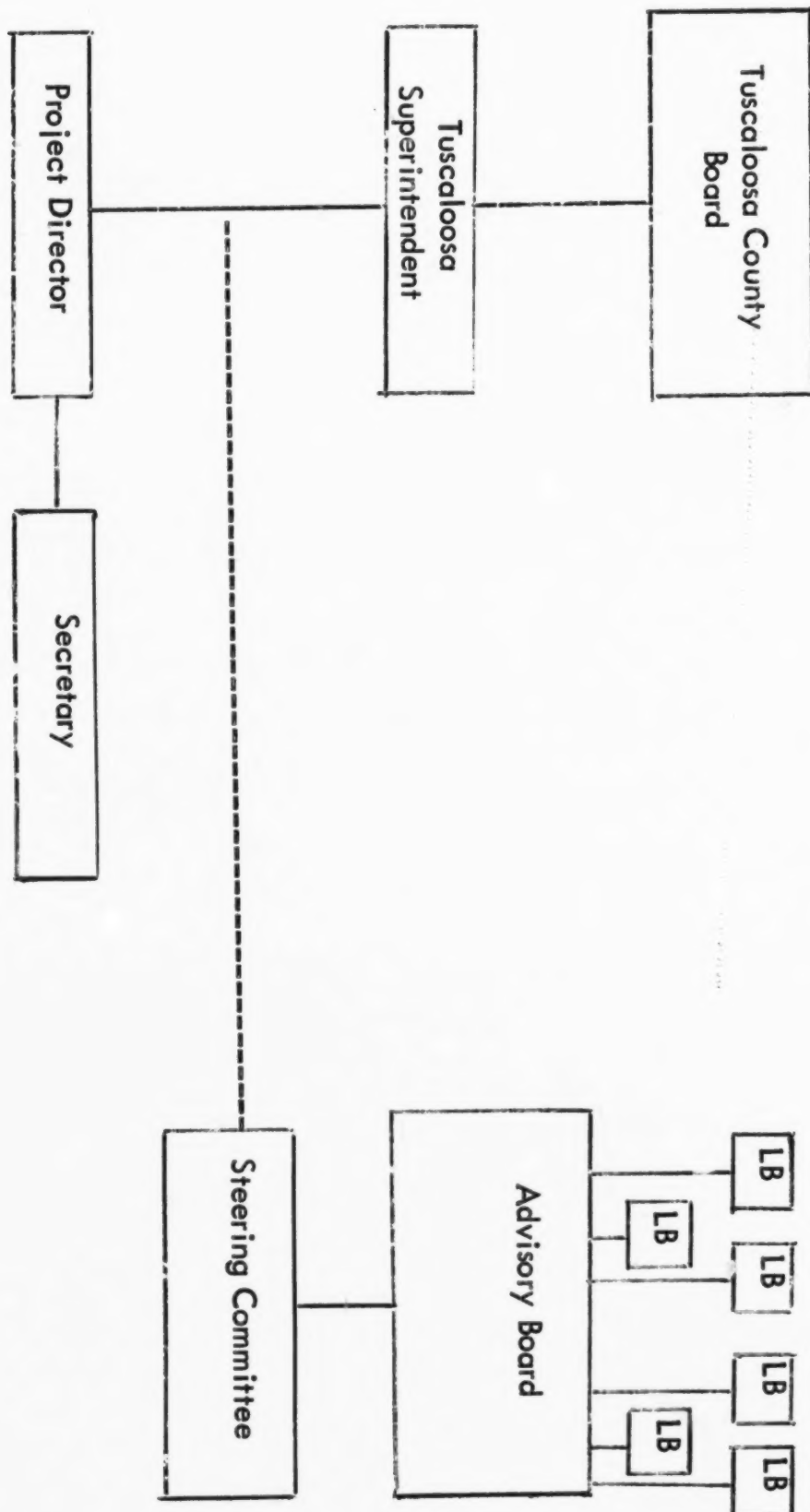
1. Emotionally biased attitudes can be altered by positive physical and intellectual interaction with the sources of the problem. The emphasis here is on positive interaction and programs must be arranged so that interaction is not left to chance.
2. Participants in programs of this nature feel themselves at odds with members of their own race because of perceived criticism for activity that is somewhat similar to rejecting their own accepted value structure. Future programs should purposely include a discussion of alienation as a factor with which one must contend. Further, a program of community education should perhaps be utilized to minimize this effect.

3. Special emphasis should be given to the problems of individualization of the curriculum so that ambiguity is reduced to tolerable levels.
4. Such programs should be structured so that in-depth skills in teaching areas and methods may be acquired concomitantly with the Title IV Project as each participant reaches an understanding of his particular inadequacies.
5. Greater emphasis should be placed on small group work, particularly in areas of emotionally-based problems. Sensitivity and interpersonal skills may best be strengthened in these settings. Greater understanding of people of another race seems to result from discussions in the less impersonal small group.
6. The dangers of rigidity and teacher-centeredness should be examined extensively both in large and small groups. This should help to minimize these tendencies when the teacher feels threatened by a new and strange educational setting.

7. Greater efforts must be made to orient the prospective crossover teacher to the situation, the school, the community and the interaction effects of many factors to prevent misunderstanding and ill-advised reaction by teachers.
8. Administrators from all levels should be included in such programs and special efforts should be made to see that they participate in the discussions and precautions taken to see that they do not dominate or invalidate the interactions that occur.

APPENDICES

Appendix A
ORGANIZATIONAL STRUCTURE



(SIX LOCAL BOARDS)

Appendix B



Appendix C

1969 Consultants

Mr. Jesse Bailey	Mr. Samuel Daffin	Mrs. Margurite Henry
Dr. Truman Baker	Dr. George Davis	Mrs. Ruth Hill
Dr. Dave Bjork	Dr. Frankie Ellis	Miss Mary Hines
Mrs. Sandra Bollinger	Mrs. Helen Farned	Mr. Amos Hubbard
Mrs. Gwendolyn Bowie	Mrs. Genevieve Finley	Mr. McDonald Hughes
Mr. Lloyd Bowie	Mr. James H. Floyd	Mrs. Minnie Jackson
Miss Ann Boyd	Mr. Otis Fluker	Mrs. Savannah Jones
Mr. Charles Brown	Miss Inez Ford	Mr. Brice Joyce
Mr. James R. Bryson	Prof. Virginia Foscue	Dr. Al Kingston
Mr. William Carpenter	Mr. Jonathan Gaines	Mr. Wiley Kirksey
Dr. Carl Cecil	Dr. Lynette Gaines	Mrs. Minnie Kyle
Dr. Jean Cecil	Mr. Willie Gaither	Mr. Larry Landrum
Mr. K. Z. Chavis	Mrs. Dorothy Gibson	Miss Judy Latham
Mrs. Mary Childres	Mrs. Mary V. Golding	Mr. Robert Lawson
Dr. Stafford Clark	Dr. Gomillion	Dr. Robert Leigh
Mrs. Emma Cleveland	Mrs. Donita Gothard	Dr. John Letson
Mr. Billy Cleiland	Mr. Melvin Grant	Dr. Elizabeth Lewis
Dr. Wilmer Cody	Dr. Fain Guthrie	Dr. James B. McMillan
Dr. Harold Collins	Dr. B. B. Hardy	Miss Sandra Mackey
Dr. Adolph Crew	Mrs. Opal Hawthorne	Dr. Carl Martray

Miss Jayne Meyer

Dr. Arthur Miller

Dr. John Morrow

Dr. James Mosley

Dr. John Muma

Mr. Bill Nallia

Mrs. Eliza Penny

Miss Katie Peterson

Mrs. Clarissa Pitts

Mrs. Betty Roberts

Mrs. Grace Rueter

Dr. I. Willis Russell

Mrs. Billie Schwartz

Mrs. Addie Scott

Dr. Mary Scott

Mr. Shelby Searcy

Mr. Clifford Smith

Mr. J. Bryant Smith

Mrs. Lila Stewart

Mr. Roland Terrell

Mr. Paul Ware

Mrs. Carolyn Watts

Dr. B.D. Whetstone

Dr. Joffre Whisenton

Mrs. Zadie Whisenton

Mr. J.B. Wier

Mr. Milton Williams

Mr. George Wilson

Mr. John Wilson

Mr. John Winstead

Mrs. Sally Wood

Appendix D

WESTERN ALABAMA REGIONAL TITLE IV PROJECT WORKSHOP ATTENDANCE RECORD

ADMINISTRATORS	Chilton	Clarke	Greene	Pickens	Sumter	Tuscaloosa	Total
No. of administrators enrolled	10	9	9	17	14	32	91
March 6, 1969	1	8	5	16	3	18	51
March 20, 1969	2	8	5	15	3	19	52
March 27, 1969	2	6	1	9	5	14	47
April 3, 1969	1	6	2	13	0	12	34

TEACHERS	Chilton	Clarke	Greene	Pickens	Sumter	Tuscaloosa	Total
No. of teachers enrolled	20	17	7	22	31	41	138
March 5, 1969	13	17	7	20	12	42	111
March 19, 1969	8	15	5	21	15	43	107
March 26, 1969	8	12	5	23	23	44	115
April 2, 1969	8	16	5	21	15	44	109

JOINT MEETINGS	Chilton	Clarke	Greene	Pickens	Sumter	Tuscaloosa	Total
April 23, 1969	10	21	7	32	20	52	142
Administrators	1	7	2	11	3	10	34
Teachers	9	14	5	21	17	42	108
Administrators							
August 19	0	8	7	8	6	8	37
August 20	0	8	7	6	6	9	36
Teachers							
August 18	1	3	2	10	2	24	42
August 19	1	3	2	11	5	25	47
August 20	1	3	2	11	2	25	44
August 21	1	3	2	11	2	25	44
October 21, 1969	3	12	5	20	7	41	88

Appendix E₁

The following reports are syntheses of the panels and small group discussions of the April 23, 1969 Joint Administrator-Teacher session; also included is a breakdown of "Opinion of Day's Program Poll."

MEMORANDUMS:

At various times during the Title IV Projects in our area and also in those projects of other regions within the state, I have heard teachers comment, "I wish my cohorts were involved in these meetings, too."

Mr. D.L. Pope, Principal of the Hopewell School, Reform, has afforded his faculty this opportunity. On April 29, Dr. Stafford Clark, Director of Title IV, Auburn University, was guest speaker for the Hopewell Faculty In-Service Meeting. Mr. Pope has also secured Mr. K.Z. Chavis for commencement speaker.

Coming Events

SOCIAL STUDIES SUMMER INSTITUTE

DATE: June 23 - July 3, 1969

THEME: Integrating Negro History into High School Social Studies Courses

ELIGIBLE: Alabama High School Social Studies Teachers or Supervisors of Social Studies (preferably bi-racial teams)

OBJECTIVES: One problem to be attacked in this Institute is integrating materials and information about the American Negro into existing social studies courses. These courses generally fall into four categories in Alabama: Junior High American History,

Senior High American History, Senior Problems of Democracy and Ninth Grade Civics. A second problem to be attacked in this Institute will be to disseminate to the teachers bibliographic and teaching information available on the American Negro; film strips, recordings, sound films and units of the successful integration of the Negro into social studies curriculum which has been achieved in many school systems throughout the country. Program content will emphasize the presentation of information on the American Negro which can be incorporated into existing social studies courses in Alabama.

For more information and application write: Mr. Willie D. Gaither
Center for Intercultural Education
College of Education
University of South Alabama
Mobile, Alabama 36608

Put yourself in the role of being in a school composed totally of people of the opposite race --- What are your thoughts? feelings? reactions?

As the principal receiving teachers of the opposite race or losing your "cream-of-the-crop," what is your attitude toward your new personnel? Toward the situation in general?

Being answerable by law to the upholding of the Court decrees and being the appointed representative by the Board of Education, what is your

role in the decision-making for teacher crossover?

In each of the above levels, put yourself in each of the shoes to view the problems which the school faces.

I. Advanced Preparation for Community and Faculty

Advanced adequate preparation for teacher crossover should be made to make as smooth a transition as possible within school faculty and among community patrons.

A. Saturate public with positive points of teacher crossover.

B. Have integrated groups from Central Office Staff or community leaders to visit schools.

C. Principal can take leadership in preparing faculty and students to create atmosphere of acceptance.

1. Individual faculty meeting might be devoted to problems which could exist and means for solving them.

2. Technical assistance from Title IV Center.

3. Letters to parents explaining situation and giving qualifications of new teacher.

4. Permit classes of a predominate race exchange with students of opposite race.

5. Through PTA programs, movies of team teaching, etc.

let community and faculty see the cooperative relationship in blacks and whites working together.

II. Selection and Orientation of Teachers

A. Superintendent

1. Involve principal in decision-making of selecting teacher crossover.
2. Give sufficient advanced notice to teachers about changes for them to adjust. Completely or as near a number as possible, attempt to meet Court order by September so that "fruit basket" turnover techniques will not disrupt in middle of school year.
3. Where there is an exchange of teachers within system, both sending and receiving principals need to share in the decision-making process.
4. Keep teachers in areas of competency. When a competent, qualified teacher is moved to a different school, replace him with one having the same qualifications.
5. Time or tenure is not only nor may be even best criterion for selection.
6. Send at least two teachers of minority race to the school of a predominant race.
7. In May before school closes, assign a day whereby the teachers may visit their new school.

B. Principals

1. Have a prior interview with prospective teacher.
2. Plan and develop orientation program for teacher crossovers.
3. Explain school policies, disciplinary procedures.
4. Have teacher crossovers become involved in total school program.
5. Have a buddy to assist each new teacher.
6. Let the teacher know by word and deed they are supported by administration.

C. Teacher

1. Know what is expected of you on the job.
2. Become familiar with school handbook and policies.
3. Talk with former teacher.
4. Keep an open mind to suggestions.

III. Attitude

A. What is your self-perception?

Whereas one's attitude cannot be forced upon another, one can create an atmosphere within the school environment for attitudinal change. Reinforcing one with positive approaches and encouragement and with open constructive communication and criticism, allowing for weaknesses, but with more emphasis on

strengths, can relieve undue pressures, which will foster a more conducive learning situation for boys and girls and will enable the teacher to chart a clear and positive course.

B. Parental

By winning the child, the teacher crossover has overcome the first hurdle in initiating a change in the parents' attitude. The general feeling was that black parents give unquestioning support to white teacher in predominantly black schools.

IV. On-the-job

A. Principal

1. Hold regular conferences on a "scheduled basis" with teacher crossovers in which you act as listener and permit them to discuss problems in classroom, with assignment, parental or faculty relationship. The subject matter of such conference should be held in strict confidence by the principal.
2. Make frequent informal visits to classrooms of teacher crossovers and make effort to establish and maintain good "rapport" with teacher crossovers.
3. Develop the type climate among the faculty that will support and maintain an air of security among teacher crossovers.

4. Allow teacher crossovers to observe other classes within school and system.
5. Make the teacher crossovers a part of total program by asking them to lead activity or group, club which would give them communication in areas other than subject area and by having them participate in PTA meetings and programs.
6. During the first weeks of school, the superintendent should direct supervisors of instruction to visit frequently teacher crossovers to boost "their morale."

B. Teachers

1. From the beginning day, a feeling of confidence must prevail within classroom so that the relation of teacher crossover is one of teacher-pupil.
2. Plan lessons well in advance and become so acquainted with them until they are a part of you.
3. Show a concern for your students by listening to their problems.
4. Participate in school extra-curricular activities.
5. Encourage free expression among students.
6. Invite principal to visit your classroom.
7. Keep an open mind, and when needed seek guidance from principal and/or supervisor.

"Thro' involvement, mutual helpfulness and professional commitment, we can find the best solutions to our problems, and we can carry out the task the greater society requires of us.

'If we choose our crossover teachers wisely, if we prepare them well and prepare for them; if we provide the necessary help and follow-up services to make them successful, we can preserve and improve the social institution we call school. We can personalize, and humanize, and maximize the learning opportunities of all the children of all the people. We can help each child achieve his maximum educational fulfillment."

Auburn Center Keynotes, Auburn: Auburn University, Vol. 2,
Issue 3, p. 3, November 1968.

Opinion of Day's Program

I. Major Strengths of the Day's Program

A. Panel

1. Capable of reaching all individuals
2. "Telling it like it is"
3. Expressed themselves freely and did not evade issues
which were specific and relevant to needs of groups.
4. Panel discussion better than speakers of past.
5. Good audience reaction.
6. Discussion on attitude of acceptance; teacher
crossover as professional.
7. Having panelists from various counties.

B. Small Groups

1. Good interaction.
2. More of precise problems discussed.
3. Real problems aired.

C. Over-all activities

1. Well organized and planned institute; excellent day.
2. Paralleling of teacher and administrator problems.
3. Relaxed atmosphere for open line of communication good.
4. Related to pertinent and acute problems.
5. Presented varied points of view.
6. Making both, teacher and administrator, aware of other's problems
7. There is truly a realization of progress and growth in attitude
of all of us.

Opinion of Day's Program

II. Major Weaknesses

A. Panels

1. Needed members who had problems. No one said much to benefit for teachers with problems.
2. Lack of interaction on part of panel members.
3. Not enough time for reaction from group.
4. Major topic not kept before people; specific topics not fully covered.
5. Time limit on panel discussions.
6. Too much personal experience rather than relying on experiences for entire area.
7. A little "flowery."

B. Small Group

1. Too small.
2. Not enough mixture of problems.
3. Too much talk about problems; need action to solve problems.
4. Needed more time.

C. Other

1. Problems relating to education in general disguised under the name of "teacher crossover."
2. Organization poor.

Opinion of Day's Program

III. Suggestions

A. Panels

1. Allow questions from floor and have panel react.
2. More time for entertaining questions from audience.
3. Have panel mixed with administrators-teachers who interact with each other in a discussion-type situation.
4. Obtain "immunity" for those who "tell it like it is."
5. Let group write questions to be answered in general session.

B. Orientation Program

1. Begin program early for all teacher crossovers.
2. Provide teacher visitation before actual move.
3. Familiarize teachers with new school setting and policies.
4. Develop school handbook.

C. General Program

1. Find ways to involve total school staff, regardless of whether they are crossovers or not, in such meetings.
2. Have this type program as in-service program system wide.
3. Plan some type of program which would include parents, students and board members.
4. Have other conferences to discuss and deal with problems.
5. Continue to provide "open" dialogue.
6. Meetings should be held during summer months.

WESTERN ALABAMA TITLE IV PROJECT
SUMMER INSTITUTE
SUMMARY REPORT

PLANNING AND IMPLEMENTING EFFECTIVE IN-SERVICE EDUCATION

John M. Douglass, Jr.
Project Director

P.L. 88-352
Section 405

From the various teacher and administrator evaluation techniques used in the Spring Institute, feedback data indicated evidence that the majority of participants desired a revision in scheduling and more work on the local county level which in turn would involve persons who were not teacher crossovers; therefore, the belief arose that during the Summer Institute part of the program should involve a cross section of teachers and administrators selected by designated officials to delve into the planning and implementing effective in-service meetings for their local system.

For the opening session of this two-day session, Dr. John Letson, Superintendent of the Atlanta Public Schools, Atlanta, Georgia, was secured to present a keynote address and for the remaining time to serve as a consultant to the individual county planning groups. In his address, Dr. Letson emphasized the following points to be essential in planning an effective in-service education program:

Too many look for "pat answers" or blueprints for in-service education; however, the organization must be your own. The best plans usually grow out of a recognition of problems which all personnel are jointly involved in solving.

When do you engage in in-service activities?

Time is the greatest factor in developing such a program.

It must be something different from a regular school day.

Beginning teachers desire a degree of assistance. If intervisitation is employed as part of in-service program, specific purposes need to be developed whereby teachers know for what reason they are visiting. Help afforded these new members should be practical and meaningful.

In-service education should move from theory to implementation of action. As long as the program consists of listening, its effectiveness diminishes. True, there is value in talking, but the payoff comes in doing. In-service calls for people to do something.

An effective in-service program is a continuous process which builds upon each year's work and which involves everyone working cooperatively.

In summation, an effective in-service education is one which includes those ingredients which contribute to a better education program, assisting teachers to do a better job helping children.

Following Dr. Letson's address, each county group of participants assembled to discuss and formulate plans for their in-service education program. At the conclusion of the two-day session, each of the five participating county groups submitted reports of their group interaction; these will be included in this report.

Several counties have been and are continuing to involve their people at either the local school or system-wide in-service education setting or in both situations; other systems are in the developing stages. Dr. Letson's overview of the groups which met for the two-day session was that the individuals as a whole were "committed" to improving education.

In view of the fact that several systems have standing in-service committees, at the outset of presenting the counties' plans, it is felt that the responsibility of reporting committees was to make recommendations only to the planning committee of the respective county or to the superior educational leader for consideration. Then, from this point we hope you will take the plans that meet your needs and those practical and meaningful for your local organization to implement as an effective in-service education program.

Summary of Small Group In-service Planning Sessions

Clarke County

Greene County

Pickens County

Sumter County

Tuscaloosa County

Clarke County

Attitude change leading to a sincere desire on the part of teachers to make education as pleasant and efficient as possible for students by:

1. Improvement of inter-personal relations (faculties)
2. Visiting teachers
3. Team teaching
4. Subject area workshops
5. Competition among schools in academic areas
6. "Buddy system" for new teachers
7. Pre-school workshop

No dates have been set up for county-wide in-service training.

We will have to look at dates already set up for county association meetings before setting up actual dates.

Greene County

County-wide program for desegregated instruction in the following

areas:

1. Creative learning
2. Diagnostic testing
3. Motivation in learning
4. Curriculum improvement
5. Communications and listening skills
6. Inter-visitation program of all reading teachers
7. Teacher aid in-service on the operation of audio-visual aids
8. Reading workshop or in-service with state consultants

In-service programs planned for the coming year:

1. English workshop with state consultant
2. Principal workshop and in-service planning
3. Video tape workshop on the operation of equipment
4. In-service meetings in which the Board of Education itself will be instructed to the proper procedures in carrying out their duties
5. In-service meetings in which the custodians of the schools are instructed in how to do a better job
6. Plans for an in-service program involving our science teachers of the county are being made.
7. We also feel that an in-service program would be beneficial to bus drivers and lunchroom workers of the county and plans for the program are being made.

Greene County (cont.)

We not only plan to carry out the plans made for this year, but also are going to continue in-service programs initiated in the past as they become relevant. Also, we are not going to limit ourselves with the in-service programs stated above, but will schedule additional programs as the need demands.

Pickens County

The representative group from Pickens County discussed the recent history and current status of teacher in-service in Pickens County:

1. County-wide in-service in segregated groups until two years ago
2. County-wide sessions eliminated for local faculty and building meetings to work on problems specific to that group - no guidance or limitations imposed on county-wide basis
3. County meetings in specific subject or service areas; scheduled as need and opportunity arose

Current Status:

1. It was felt that teachers could derive benefit from well-planned and sequential system-wide in-service sessions.
2. In May of 1969, an in-service planning committee, composed of staff and a representative from each school, named by principal, met for organizational and orientation meeting.

At this meeting, plans were formulated:

- a. A chairman, co-chairman, recorder, were elected by group to direct activities.
- b. Group made plans to poll faculties on certain issues discussed and make progress report to steering committee.

Pickens County (cont.)

Following this action, a steering committee from the larger group met to correlate suggestions and determine immediate action. The group met three times during the summer, twice with a consultant from the State Department. These meetings resulted in the following course of action:

1. A three-day workshop was planned and held during the month of July on the selected focus: Effective Teaching in the 70's. Teachers were involved directly as group leaders and demonstration leaders and were provided pre-service assistance in an afternoon session prior to the workshop.
2. An orientation session for new teachers was planned for August 27, prior to the Institute, to provide teachers new to the system with information regarding policies and procedures of the Pickens County Schools and meet central staff and a "contact" teacher for their faculty. Each building will have one person to whom new teachers can go for advice or assistance in the performance of their duties. At this meeting, a filmstrip and record, "Thank God for Friday" will be shown, documenting the first year of a beginning teacher in a typical school and anticipating some of the problems the beginning teacher can expect.

Pickens County (cont.)

Recommendations:

1. That the in-service calendar be made up as follows:

- | | |
|--------------------|---|
| October 6 | Local in-service in faculty groups to identify specific problems and seek for solutions |
| November 10 | System-wide in-service session meeting in two groups to work on "Effective Teaching" focus. |
| December 1 | System-wide association meeting to work on teacher effectiveness as related to incentive or merit pay proposed by Legislature. |
| February 2 | System-wide association meeting continuing topic of teacher effectiveness and aimed toward developing evaluation instrument as required by law. |
| March 2
April 6 | One of these months will be devoted to local in-service session to develop topics identified in October session. |

2. New-teacher orientation be followed by second session a month or so after school has begun to identify and seek solutions to problems which have come up, answer questions in minds of new teachers.

Pickens County (cont.)

3. Continue and expand administrative-supervisory in-service in monthly meetings.
4. Plan and implement inter-visitation and intra-visitation, especially for beginning teachers. It was felt that visitation within a school did not facilitate good relations except in carefully selected situations.
5. Continue subject and service interest meetings with efforts to involve groups which have not been called into session up to this time: (Example: business education group). Have specific goals for each meeting.

Sumter County

Purpose:

To initiate a program of continuous training and orientation for the teachers and administrators of Sumter County through the use of interaction programs and resource personnel.

Beginning Area for the In-Service Study:

The proper use of audio visual equipment and materials in the classroom.

Recommendations:

1. That the in-service meetings be held on a regular school day from 1:00 - 3:30.
2. That attendance be compulsory for all teachers.
3. That a minimum of four such county-wide meetings be held during the year.
4. That the following dates be used:

October 8

December 3

February 4

April 8
5. That an interest survey be made at the beginning of the year for the purpose of establishing topics for future study.

Tuscaloosa County

Theme: Directions in the Education Process

I. October 14: Understanding the Disadvantaged

Film: "The Quiet One"

II. December 9: Understanding Self and Academic Achievement

Speaker: Dr. Betty Siegel

Foundation of Education Department

University of Florida

Group Organization and Interaction

III. February 10: Improving Listening and Oral Communication

Speaker: Dr. Lynette Gaines

University of South Alabama

Mobile, Alabama

Small Group Interaction

IV. April 14: Motivating Class Discussion

Film: "Group Discussion Techniques"
(From the Harvard Study)

Small Group Interaction and Evaluation

Suggestions for Individual School
In-service Program

1. Orient and assist new teachers.
2. Initiate teacher visitation within the individual school and the school system.
3. Plan for the teaching of demonstration lessons.
4. Encourage group visitation to systems implementing innovative ideas.
5. Evaluate and strengthen the reading program within the school. Teacher training films are available. Contact the central office.
6. Provide increased opportunities for teacher participation in workshop experiences. Example: English Workshop at Livingston, Physics Workshop at Auburn, Social Studies Workshop at University of Alabama, Council of English Teachers at Birmingham, Audio-visual Workshop and locally sponsored workshops.
7. Implement a plan for at least one period a week for teacher planning.
8. Plan for horizontal and vertical articulation in curriculum planning.
9. Give tests for diagnostic purposes; utilize test results.
10. Increase understanding and guidance of the individual.
11. Evaluate continuously the school program in terms of behavioral goals.
12. The principal and in-service chairman of each school should meet with county in-service committee and the instructional staff members of the central staff.

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Appendix E

Personal and Professional Background Information

- Name _____ I.D. No. _____
1. Marital Status _____ 2. Number of children _____
3. Age _____ 4. Sex _____ 5. Race _____
6. Place of Birth _____
7. High School Attended _____
(School) (City) (State)
8. College Attended _____
(Name) (City) (State)
9. Racial Composition of College Attended
- (a) All white (c) Integrated, if so estimate
(b) All black to what degree _____%
10. Degree held at present
- (a) B.A. or B.S. (d) Ph.D or Ed.D
(b) M.A. (e) Degree not complete
(c) Ed.S.
11. Do you plan further education?
- (a) Yes, if so to what degree _____
(b) No
(c) Undecided
12. Racial composition of school where you are presently employed.
- (a) All white
(b) All black
(c) Mostly white - to what degree _____%
(d) Mostly black - to what degree _____%
(e) Equal distribution
13. What is your present position?
- (a) Teacher (d) Administrator
(b) Counselor (e) Other _____
(c) Librarian

14. Number of years teaching experience.

- | | |
|----------|----------------|
| (a) 0-2 | (d) 10-20 |
| (b) 3-5 | (e) 20 or more |
| (c) 6-10 | |

15. Number of years in present position.

- | | |
|---------|---------------|
| (a) 1-2 | (d) 7-8 |
| (b) 3-4 | (e) 9 or more |
| (c) 5-6 | |

16. Do you plan to return to your present position in the next school year?

- (a) Yes
- (b) No
- (c) Undecided

17. Do you get satisfaction teaching in an integrated school situation?

- (a) Yes
- (b) No
- (c) Comments _____

18. Do you attend social functions held by your school?

- | | |
|----------------|---------------|
| (a) Always | (c) Sometimes |
| (b) Frequently | (d) Never |

19. At what school level are you teaching?

- (a) Elementary
- (b) Junior High School
- (c) Senior High School
- (d) Other _____

20. To what extent do you make personal contact with your students?

- (a) Classroom lectures
- (b) Personal talks
- (c) Extra-curricular activities _____
- (d) Physical contact

21. What percentage of your students of your own race have you talked with individually?
- | | |
|------------|--------------|
| (a) 1-10% | (d) 30-50% |
| (b) 10-20% | (e) Over 50% |
| (c) 20-30% | |
22. What percentage of your students not of your own race have you talked with individually?
- | | |
|------------|--------------|
| (a) 1-10% | (d) 30-50% |
| (b) 10-20% | (e) Over 50% |
| (c) 20-30% | |
23. Do children of your own race confide in you?
- (a) To a large extent
 - (b) In few instances
 - (c) Hardly ever
 - (d) I feel they may resent me to some extent.
24. Do children not of your race confide in you?
- (a) To a large extent
 - (b) In few instances
 - (c) Hardly ever
 - (d) I feel they may resent me to some extent.
25. To what extent do you make contact with the families of your students?
- (a) PTA meetings
 - (b) Home visits
 - (c) School visits
 - (d) None
 - (e) Other _____

Appendix F

Form 2A

ID No. _____ Age _____

Position (circle one): Teacher; Supervisor; Principal; Other _____
(specify)

School _____

On the answer sheet provided please rate how effective you feel you are for each item presented according to the following scale:

A Very Poorly; B Poorly; C Average; D Well; E Very Well

I. I feel that I communicate my ideas, values, and thoughts to:

1. Students of my own race.
2. Students of another race.
3. Teachers of my own race in my school.
4. Teachers of another race in my school.
5. School administrators of my own race.
6. School administrators of another race.
7. Parents of my students of my own race.
8. Parents of my students of another race.
9. Teachers in non-integrated schools of my own race.
10. Teachers in non-integrated schools of another race.
11. Social peers of my own race.
12. Social peers of another race.

II. For the statements under item II rate your beliefs according to the following scale:

A Strongly Disagree; B Moderately Disagree; C Neutral;
D Moderately Agree; E Strongly Agree

13. I believe in immediate and total integration.
14. I believe in rapid integration of students.
15. I believe in rapid integration of teaching faculties.
16. I believe in the rapid transition to middle-class values of all public school students.
17. I feel that I have been well prepared to create changes in instructional methods.
18. I believe that a change in curriculum is advisable to better effect the integrated program.
19. I believe that teaching will be made much more difficult due to integration of classes.
20. I believe that the goals and difficulty level of public schools should be changed to meet the demands created by integration.

III. For the statements under item III rate your degree of agreement or disagreement according to the following scale:

A Strongly Disagree; B Moderately Disagree; C Neutral;
D Moderately Agree; E Strongly Agree

21. I feel that I am very effective in my association with others.
22. I feel that I am very effective as a teacher of students of my own race.
23. I feel that I am very effective as a teacher of students of another race.
24. I feel that my relations to parents of students of my own race are very good.
25. I feel that my relations to parents of students of another race are very good.
26. I believe I am accepted as a person of worth by students of my own race.
27. I believe I am accepted as a person of worth by students of another race.
28. I believe I am well liked and accepted by fellow teachers of my own race.
29. I believe I am well liked and accepted by fellow teachers of another race.
30. I believe I am well liked and accepted by teachers of my own race in non-integrated schools.
31. I believe I am well liked and accepted by teachers of another race in non-integrated schools.
32. I believe that I am liked and treated fairly by administrators of my own race.
33. I believe that I am liked and treated fairly by administrators of another race.
34. I believe that I function very well as a group member in the classroom.
35. I believe that I function very well as a group leader in the classroom.
36. I believe that I am accepted and function well as a leader outside of the school setting.
37. I believe that I am accepted and function well as a group member outside of the school setting.
38. Considering all the above I believe that I rate above average as an effective individual.

IV. In no more than one sentence each, list the five most important problems likely to be encountered by crossover teachers. Rank these from most to least important.

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix G

Educative Process Opinion Inventory

For the following items please endorse one of the following five alternatives by blackening the appropriate space on the IBM answer sheet.

- A. Strongly Disagree
- B. Mildly Disagree
- C. Neutral
- D. Mildly Agree
- E. Strongly Agree

Section I

1. Teaching of specific skills and factual subject matter is the most important function of the school.
2. The development of social and emotional security for pupils is the most important function of the school.
3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.
4. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.
5. Learning is essentially a process of increasing one's store of information about various fields of knowledge.
6. The attitudes learned by a student are often the most important result of a lesson or unit.
7. Nothing stimulates a pupil to apply himself more diligently than a warm personal interest in his progress shown by the teacher.
8. A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.
9. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.
10. Teachers who do not like pupils will usually decide on and plan lessons alone rather than use pupil participation.
11. Children should be given more freedom in the classroom than they usually get.

12. Children need and should have more supervision and discipline than they usually get.
13. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.
14. Pupils do their best work when they know exactly what to expect from day to day.
15. Pupils frequently learn much more under their own initiative than they do under teacher direction.
16. The effective teacher has complete control of the learning situation at all times.
17. Students who misbehave or do not learn are generally children who need more love.
18. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.
19. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.
20. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.
21. In teaching it is quite essential to cover the material in the course of study.
22. The teacher must avoid strict adherence to the sequence provided by a textbook series.

Section II

23. The curriculum consists of subject matter to be learned and skills to be acquired.
24. The overall plan of education suffers when teachers depart substantially from the subject outline.
25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

26. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.

Section III

27. The individuality of pupils is sustained when teachers make allowances in their grade reports for the varying interests pupils have.
28. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.
29. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.
30. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.
31. Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have.
32. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.
33. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.
34. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.

Section IV

35. There is too great an emphasis on keeping order in the classroom.
36. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.
37. When given a choice of activity, pupils generally select what is best for them.
38. Pupils learn best when permitted to set their own pace in doing the work.

Section V

39. A firm hand by the teacher promotes emotional security for pupils.
40. Pupils must be kept busy or they soon get into trouble.
41. A well-established classroom routine enhances the emotional stability of pupils.
42. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.
43. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.
44. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.

Section VI

45. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it.
46. Children learn best in an atmosphere filled with love and emotional support.
47. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.
48. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.
49. Learning is enhanced when teachers praise generously the accomplishments of pupils.
50. The pupil's impression of the teacher's personality greatly influences what he learns.

Section VII

51. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.

52. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.
53. Optimum learning takes place when the classroom setting is completely free of distractions.
54. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

Section VIII

55. Pupils respect teachers who expect them to work hard in school.
56. Lessons presented in the form of problems to be solved are the best means of motivating pupils.
57. Pupils learn self direction by having opportunities to set their own goals for learning.
58. Pupils respect teachers who stand firm on their convictions.
59. The completion of any worthwhile task in education requires hard work on the part of pupils.
60. Pupils gain more satisfaction from doing a difficult task well than any other achievement.

Section IX

61. Pupils never really understand a subject until they can relate what they learned to the broader problems of the world.
62. Teachers must always be prepared to explain to pupils inter-relationships among various elements of the overall curriculum.
63. Pupils gain better understanding of the subject if assignments are presented to them as a series of inter-related problems.
64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.
65. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.

66. The most important things a teacher can do to set the stage for learning is to discover the interests of students.

Section X

67. I feel that I am effective in getting across subject matter to my students.
68. I use lesson plans and feel they are necessary for effective teaching.
69. I feel that the teacher's "Work-day" should be over when the dismissal bell rings.
70. I believe that I am accepted by students of my own race.
71. I believe in withholding confidential information about my students.
72. I try to find out all that I can about my students.
73. I conduct conferences with or concerning my students and feel that this is a necessity.
74. I constantly seek to improve learning facilities and opportunities.
75. I find that I have to do a fair amount of research in connection with my classroom instruction.
76. I feel that I am accepted by students not of my race.
77. I believe in using democratic methods in my classroom.
78. My students seem to be interested in things that I have to say.
79. I believe in strict disciplinary methods.
80. I feel that I am an effective disciplinarian.
81. I believe that students should feel free to talk of racial issues in my class and they do so.
82. I feel that I am accepted by the other members of my school's faculty.
83. I enjoy my work and feel that my students should know this.

84. I feel that classes should be limited to subject matter; other things should be talked of at different times.
85. I believe that students should see things the way that I do in my classroom.
86. My students seem to enjoy our classes.
87. I find that students get "bored" easily when we talk of subject material.
88. I feel that the classroom situation should be formal and try to conduct mine in such a manner.
89. I always follow my class plans and feel that it is harmful to deviate from them.
90. I am prompt in getting to my classes.
91. I am neat and try to dress in good taste.
92. My students confide in me, but I do not get too familiar with them. I require them to address me as Mr. or Mrs./Miss.
93. I know the community in which I am teaching very well.
94. I know the rules and procedures of my school.
95. I feel that students' statements should be challenged to understand or test their reasoning.
96. I believe that I am a "competent teacher" in my present position.

Appendix H

Form 4

Teacher I.D. Number _____

Form completed by (circle one): Teacher, Supervisor, Principal

Many traits have been found to be related to good teaching. Various combinations of these factors exist among competent teachers. Listed below are certain characteristics that may be used to describe teacher traits. On the answer sheet provided please rate how effective you are for each item presented according to the following scale:

- A. Very Poor
 - B. Poor
 - C. Average
 - D. Strong
 - E. Very Strong
-

1. Possesses a thorough knowledge of subject matter.
2. Is usually able to meet the needs of the individual as well as those of the group.
3. Poised and possesses a realistic amount of self confidence.
4. Is highly dependable both personally and professionally.
5. Carefully prepares classroom activities with material of excellent quality.
6. Encourages independent thought and action among students.
7. Excellent vocabulary, diction, and grammar.
8. Possesses a noteworthy degree of initiative.
9. Has excellent techniques of classroom management.
10. Has unusually good grasp of communication skills.
11. Regularly neat and well groomed.
12. Uses common sense approach to problems.

13. Directs activities naturally and effectively with maximum results.
14. Has excellent personal and professional relationship with the principal and/or supervisor.
15. Good degree of enthusiasm which is appropriately directed.
16. Presents self as a desirable copy-model for students.
17. Displays skillful leadership in group discussions and activities.
18. Accepts criticism as a necessary part of professional growth.
19. Appropriate sense of humor.
20. Personally and professionally is highly ethical.
21. Creates student interest so that disciplinary problems are minimized.
22. Maintains positive personal and professional relationship with fellow teachers.
23. Regularly attempts to understand the point of view of others.
24. Displays well balanced state of mental health.
25. Is innovative in terms of material, methods, and content.
26. Possesses good self insight and accentuates strengths while minimizing weaknesses as a result.
27. Highly adaptable and able to deal with new or unusual conditions.
28. Demonstrates desire for professional improvement by both formal and informal educational activities.

Appendix I

CROSSOVER TEACHER PROGRAM FORM 2A DATA

Scale identification code: A Very poorly; B Poorly; C Average; D Well;
E Very well; F Omitted

I. I feel that I communicate my ideas, values, and thoughts to:

	A	B	C	D	E	F
1. Students of my own race.						
Western Pre-test	0.6	7.1	34.7	55.3	0.0	2.4
Western Post-test	4.7	4.7	32.6	53.5	0.0	4.7
2. Students of another race.						
Western Pre-test	1.8	23.5	38.2	29.4	0.0	7.1
Western Post-test	2.3	16.3	44.2	32.6	0.0	4.7
3. Teachers of my own race in my school.						
Western Pre-test	0.0	9.4	33.5	54.1	0.0	2.9
Western Post-test	2.3	9.3	32.6	51.2	0.0	4.7
4. Teachers of another race in my school.						
Western Pre-test	1.8	19.4	42.4	30.0	0.0	6.5
Western Post-test	7.0	9.3	46.5	32.6	0.0	4.7
5. School administrators of my own race.						
Western Pre-test	0.0	11.8	35.9	48.8	0.0	3.5
Western Post-test	2.3	18.6	34.9	39.5	0.0	4.7
6. School administrators of another race.						
Western Pre-test	1.8	23.5	37.6	28.8	0.0	8.2
Western Post-test	2.3	20.9	39.5	30.2	2.3	2.3

	A	B	C	D	E	F
7. Parents of my students of my own race.						
Western Pre-test	1.8	10.6	38.2	43.5	0.0	5.9
Western Post-test	2.3	18.6	30.2	46.5	0.0	2.3
8. Parents of my students of another race.						
Western Pre-test	3.5	42.4	28.2	17.1	0.0	8.2
Western Post-test	4.7	34.9	27.9	25.6	0.0	7.0
9. Teachers in non-integrated schools of my own race.						
Western Pre-test	0.6	13.5	33.5	47.1	0.0	5.3
Western Post-test	2.3	14.0	32.6	46.5	0.0	4.7
10. Teachers in non-integrated schools of another race.						
Western Pre-test	2.9	31.8	31.8	21.2	0.0	11.8
Western Post-test	7.0	16.3	39.5	30.2	0.0	7.0
11. Social peers of my own race.						
Western Pre-test	1.2	11.2	38.2	48.2	0.0	1.2
Western Post-test	2.3	4.7	37.2	51.2	0.0	4.7
12. Social peers of another race.						
Western Pre-test	4.1	29.4	28.2	27.1	0.0	10.6
Western Post-test	2.3	23.3	34.9	34.9	0.0	4.7

- II. For the statements under Item II rate your beliefs according to the following scale: A Strongly disagree; B Moderately disagree; C Neutral; D Moderately agree; E Strongly agree. (F signifies omitted)

	A	B	C	D	E	F
13. I believe in immediate and total integration.						
Western Pre-test	14.1	20.0	19.4	17.1	0.0	29.4
Western Post-test	23.3	11.6	14.0	27.9	0.0	23.3
14. I believe in rapid integration of students.						
Western Pre-test	15.9	18.8	24.7	18.2	0.0	22.4
Western Post-test	32.6	11.6	16.3	27.9	0.0	11.6
15. I believe in rapid integration of teaching faculties.						
Western Pre-test	15.9	15.9	24.7	23.5	0.0	20.0
Western Post-test	16.3	11.6	16.3	37.2	0.0	18.6
16. I believe in the rapid transition to middle-class values of all public school students.						
Western Pre-test	15.3	27.6	20.0	7.6	0.0	29.4
Western Post-test	9.3	25.6	27.9	16.3	0.0	20.9
17. I feel that I have been well prepared to create changes in instructional methods.						
Western Pre-test	11.8	18.8	36.5	23.5	0.0	9.4
Western Post-test	7.0	14.0	41.9	25.6	2.3	7.0
18. I believe that a change in curriculum is advisable to better effect the integrated program.						
Western Pre-test	10.0	22.9	25.9	28.2	0.0	12.9
Western Post-test	14.0	16.3	20.9	32.6	2.3	14.0

	A	B	C	D	E	F
19. I believe that teaching will be made more difficult due to integration of classes.						

Western Pre-test	22.9	12.9	19.4	24.7	0.6	19.4
Western Post-test	16.3	14.0	25.6	20.9	2.3	20.9

20. I believe that the goals and difficulty level of public schools should be changed to meet the demands created by integration.

Western Pre-test	20.6	20.0	20.6	14.1	0.0	24.7
Western Post-test	18.6	14.0	20.9	20.9	0.0	25.6

III. For the statements under Item III rate your degree of agreement or disagreement according to the following scale: A Strongly disagree; B Moderately disagree; C Neutral; D Moderately agree; E Strongly agree; F Omitted.

	A	B	C	D	E	F
21. I feel that I am very effective in my association with others.						

Western Pre-test	1.2	5.9	52.4	40.0	0.0	0.6
Western Post-test	4.7	14.0	48.8	32.6	0.0	0.0

22. I feel that I am very effective as a teacher of students of my own race.

Western Pre-test	0.0	7.1	32.9	55.9	0.0	4.1
Western Post-test	0.0	9.3	39.5	46.5	0.0	4.7

23. I feel that I am very effective as a teacher of students of another race.

Western Pre-test	1.8	23.5	39.4	30.0	0.0	5.3
Western Post-test	0.0	11.6	48.8	37.2	0.0	2.3

	A	B	C	D	E	F
24. I feel that my relations to parents of students of my own race are very good.						
Western Pre-test	0.0	10.0	31.8	55.3	0.0	2.9
Western Post-test	4.7	9.3	32.6	44.2	2.3	7.0
25. I feel that my relations to parents of students of another race are very good.						
Western Pre-test	4.1	37.6	28.8	25.3	0.0	4.1
Western Post-test	7.0	25.6	32.6	32.6	0.0	2.3
26. I believe I am accepted as a person of worth by students of my own race.						
Western Pre-test	0.6	4.7	30.6	62.4	0.0	1.8
Western Post-test	0.0	2.3	34.9	58.1	0.0	4.7
27. I believe I am accepted as a person of worth by students of another race.						
Western Pre-test	0.6	20.0	38.6	38.2	0.0	2.4
Western Post-test	0.0	4.7	39.5	53.5	0.0	2.3
28. I believe I am well liked and accepted by fellow teachers of my own race.						
Western Pre-test	0.0	4.1	38.2	55.3	0.0	2.4
Western Post-test	2.3	7.0	25.6	60.5	2.3	2.3
29. I believe I am well liked and accepted by fellow teachers of another race.						
Western Pre-test	1.8	24.7	41.8	25.9	0.0	5.9
Western Post-test	4.7	14.0	37.2	41.9	0.0	2.3

	A	B	C	D	E	F
30. I believe I am well liked and accepted by teachers of my own race in non-integrated schools.						
Western Pre-test	0.0	7.1	35.9	52.9	0.0	4.1
Western Post-test	0.0	11.6	32.6	51.2	2.3	2.3
31. I believe I am well liked and accepted by teachers of another race in non-integrated schools.						
Western Pre-test	1.8	35.3	29.4	27.1	0.0	6.5
Western Post-test	0.0	18.6	39.5	37.2	0.0	4.7
32. I believe that I am well liked and treated fairly by administrators of my own race.						
Western Pre-test	0.0	4.7	32.9	61.2	0.0	1.2
Western Post-test	0.0	16.3	23.3	53.5	2.3	2.3
33. I believe that I am well liked and treated fairly by administrators of another race.						
Western Pre-test	1.8	17.6	31.2	45.9	0.0	3.5
Western Post-test	2.3	16.3	30.2	48.8	0.0	2.3
34. I believe that I function very well as a group member in the classroom.						
Western Pre-test	2.4	7.1	41.2	47.1	0.0	2.4
Western Post-test	9.3	7.0	27.9	51.2	2.3	2.3
35. I believe that I function very well as a group leader in the classroom.						
Western Pre-test	0.0	5.9	38.8	50.6	0.0	4.7
Western Post-test	2.3	7.0	41.9	44.2	2.3	2.3

	A	B	C	D	E	F
36. I believe that I am accepted and function well as a leader out- side of the school setting.						
Western Pre-test	1.2	10.6	45.9	38.2	0.0	4.1
Western Post-test	7.0	18.6	32.6	37.2	0.0	4.7
37. I believe that I am accepted and function well as a group member outside of the school setting.						
Western Pre-test	0.6	7.1	47.1	41.8	0.0	2.9
Western Post-test	2.3	9.3	32.6	51.2	0.0	4.7
38. Considering all the above, I believe that I rate above average as an effective individual.						
Western Pre-test	0.0	11.8	52.4	33.5	0.0	2.4
Western Post-test	4.7	7.0	44.2	39.5	0.0	4.7

Appendix J

Western Project Form II Percentage Comparisons Pre- versus Post-tests

- * = Significant at or beyond the .05 level of confidence.
- ** = Significant at or beyond the .01 level of confidence.
- + = Higher percentage on the post-test.
- = Higher percentage on the pre-test.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1	+ *					
2						
3						
4						
5						
6						
7						
8						
9						
10		- *				
11						
12						
13						
14	+ *					
15						
16						
17						
18						
19						
20						
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23						
24	+ *				+ *	
25						
26						
27						
28						
29				+ *		
30					+ *	
31		- *				
32		+ **			+ *	
33						
34						
35						
36	+ *					
37						
38	+ **					

Appendix K

Western Project Form II Percentage Comparisons Pre-test white vs. black participants

- * = Significant at or beyond the .05 level of confidence.
- ** = Significant at or beyond the .01 level of confidence.
- + = Higher percentage for white participants
- = Higher percentage for black participants

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						
2						- *
3				- *		
4						
5						
6						
7		+ *				
8			+ *			
9						
10			+ *			
11				- *		
12	- *					
13						+ *
14				- *		
15	+ **					
16						
17						
18						
19						- *
20	+ *					
21						

Item	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree	Failed to Respond
22		+ *	+ **	- **		
23				- *		
24			+ **	- **		
25						
26			+ *	- *		
27						
28			+ *	- *		
29		- **		+ **		
30				- *		
31		- **				
32						
33						
34			+ **	- **		
35			+ *	- *		
36						
37			+ *			
38						

Appendix L

Western Project Form II Percentage Comparisons Post-test white vs. black participants

* = Significant at or beyond the .05 level of confidence.

** = Significant at or beyond the .01 level of confidence.

+ = Higher percentage for white participants

- + Higher percentage for black participants

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						
2		+ *				
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						+ *
16						+ *
17		+ *				
18		- *				
19						
20						
21				- *		

Appendix M

Western Project Form II Percentage Comparisons Pre- vs. Post-test white participants

* = Significant at or beyond the .05 level of confidence.

** = Significant at or beyond the .01 level of confidence.

+ = Higher percentage on the post-test.

- = Higher percentage on the pre-test.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						
2						
3						
4						
5				- *		
6						
7						
8			- *			
9						
10						
11						
12						
13			- *			
14						
15						
16						
17						
18		- *				
19						
20						
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23						
24						
25						
26						
27						
28						
29						
30			+ *			
31						
32		+ *				
33						
34						
35						
36		+ *				
37						
38						

Appendix N

Western Project Form II Percentage Comparisons Pre- and Post-tests black participants

- * = Significant at or beyond the .05 level of confidence.
- ** = Significant at or beyond the .01 level of confidence.
- + = Higher percentage on the post-test.
- = Higher percentage on the pre-test.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						
2						
3						
4	+ *					
5					- *	
6						
7			+ **			
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22			+ *	- *		
23						
24				- *		
25						
26			+ *	- *		
27						
28						
29		- *		+ *		
30						
31						
32						
33						
34						
35						
36						
37						
38						

Appendix O

Western Project Form II Percentage Comparisons Administrators Pre- vs. Post-test

- * = Significant at or beyond the .05 level of confidence.
- ** = Significant at or beyond the .01 level of confidence.
- + = Higher percentage on the post-test.
- = Higher percentage on the pre-test.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1			- *			
2						
3						
4						
5						
6						
7			- *	+ **		
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18					+ *	
19					+ *	
20						
21		+ **				

Appendix P

Western Project Form III Percentage Comparisons Pre- versus Post-test

- * = Significant at or beyond the .05 level of confidence.
- ** = Significant at or beyond the .01 level of confidence.
- + = Higher percentage on the post-test.
- = Higher percentage on the pre-test.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						+ *
2						+ *
3						+ *
4					- *	+ **
5						
6						
7					- *	
8						+ **
9						
10						
11						+ **
12						+ **
13						
14						+ **
15		+ *				
16		+ *			- *	+ **
17						+ **
18						+ **
19						+ **
20						
21						+ **

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23						+ *
24						+ *
25						
26						+ **
27						
28						+ **
29					- *	+ **
30						
31						
32						+ *
33						+ *
34						+ **
35						+ **
36						+ **
37						+ **
38						+ **
39						
40						
41				+ *	- *	+ *
42						+ **
43						+ **
44						+ **
45						+ **
46						+ *

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
47						+ **
48						+ *
49						+ *
50						
51						+ **
52						+ **
53		+ *	- *			+ **
54						+ *
55						
56						
57		+ *				
58						
59						+ **
60						
61						+ *
62						+ *
63						+ **
64						
65			- *			
66					- *	+ **
67						+ *
68						

Appendix Q

Western Project Form III Percentage Comparisons Pre-test white vs. black participants

* = Significant at or beyond the .05 level of confidence.

** = Significant at or beyond the .01 level of confidence.

+ = Higher percentage for white participants

- = Higher percentage for black participants

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						
2						
3		+ *				
4						
5				+ **	- **	
6						
7						
8						
9				+ **		
10						
11		+ **				
12						
13						
14						
15					+ *	
17						
18		+ **				
19						
20						
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23		+ *				
24						
25					- *	
26						
27						
28					- **	
29				+ *	- **	
30						
31						
32					- *	
33			+ *			
34				+ *		
35						
36						
37						
38						
39	- *					
40						
41					- **	
42			+ *			
43						
44						
45						
46						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
47						
48			+ *			
49			+ *			
50						
51						
52						
53						
54						
55						
56			+ *			
57						
58						
59		+ *			- *	
60					- *	
61						
62						
63		+ *				
64						
65					- *	
66						
67		- *		+ *	- **	
68				+ **	- **	

Appendix R

Western Project Form III Percentage Comparisons White teachers vs. black teachers (post)

- * = Significant at or beyond the .05 level of confidence.
- ** = Significant at or beyond the .01 level of confidence.
- + = Higher percentage on the white.
- = Higher percentage on the black.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						
2						
3						
4						
5					*	
6						
7						
8						
9						
10						
11						
12						
13						
14						
15		- *				
16	+ *					
17					- *	
18						
19					+ *	
20						
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23						
24						
25						
26						
27				- **		
28						
29						
30						
31					+ *	
32						
33						
34						
35						
36						
37						
38						
39		- * /				
40						
41						
42					- *	
43	- *					
44						
45						
46						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
47						
48				- *	+ *	
49						
50						
51	+ *					
52						
53						
54						
55				- **		
56						
57						
58						
59						
60						
61						
62						
63						
64						
65						
66						
67						
68						